DOCUMENT RESUME

ED 379 528 CE 068 474

TITLE The Workshop for the Promotion and Development of the Unesco Co-Action Learning Center Programme (2nd, Nagoya and Tokyo, Japan, September 1-8, 1993). World Terakoya Movement. Final Report.

INSTITUTION National Federation of UNESCO Associations in Japan, Tokyo.

PUB DATE 1 Mar 94

NOTE 72p.

PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Adult Basic Education; *Adult Literacy; *Developing Nations; Foreign Countries; *Literacy Education; *Program Implementation; *Program Improvement

IDENTIFIERS *UNESCO

ABSTRACT

This document provides summaries of conference papers and discussions at a workshop focused on improving the quality of literacy education in developing countries. The workshop was attended by 20 project leaders and observers from 11 countries: Bangladesh, Cambodia, China, Costa Rica, India, Laos, Nepal, Pakistan, the Philippines, Sri Lanka, and Vietnam, as well as UNESCO officials. Following official greetings, election of officers, and adoption of an agenda and schedule, the following reports were presented, among others: "Policy and the Future Direction of the UNESCO Co-Action Learning Centre Programme" from the Viewpoint of NFUAJ [National Federation of UNESCO Associations in Japan] (Abdul Matin, Chair); "Activity Reports from Resource Persons" (Yoshio Osumi, Shinji Tajima, T. M. Sakya, Jan de Bosch Kemper); "Activity Reports from Project Representatives" (Supote Prasertsri, Ahmed Al-Kabir, Abdul Matin, Lawrence D'Souza, Jugnu Ramaswamy, N. P. Rimal, M. B. Rathnayaka et al.). The program also included discussion notes and information on regional exchange programs and homestay programs. Appendixes to the report include a list of participants, texts of greetings, provisional schedule for Nagoya Workshop, and messages to concurrent Education for All International Forums in India. (KC)

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ED 379 528

UNESCO CO-ACTION

WORLD LITERACY MOVEMENT

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The Second Workshop for the Promotion and Development of the Unesco Co-Action Learning Center Programme

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Nagoya and Tokyo, Japan
1-8 September,1993

Final Report

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I. Introduction

The Second Workshop for the Promotion and Development of the Unesco Co-Action Learning Centre Programme had its first session at the Nagoya International Center in Nagoya, Japan, from 1-3 September, 1993. This was followed by a homestay programme taking place at various sites around Japan from 4-7 September. The final session of the Workshop, which also celebrates International Literacy Day, took place at the United Nations University in Tokyo on 8 September. The Workshop was sponsored jointly by:

- The Nagoya Executive Committee for the Unesco Co-Action Learning Centre Programme
- The Nagoya International Center (NIC)
- The National Federation of Unesco Associations in Japan (NFUAJ)

Patronage was provided by:

- The Ministry of Education, Japan
- The Japanese National Commission for UNESCO
- Aichi Prefecture
- Nagoya City
- The Aichi Prefectural Board of Education
- The Nagoya City Board of Education

Collaboration was offered by:

- The UNESCO headquarters in Paris
- The UNESCO Principal Regional Office for Asia and the Pacific (PROAP)
- UNESCO Bureau Regional d'Education pour l'Afrique (BREDA)
- The Asia/Pacific Cultural Centre for UNESCO (ACCU)
- The NGO Cooperation Liaison Committee

Among project leaders, there were 20 participants and observers from 11 countries attending the Workshop. These included delegates from Bangladesh, Cambodia, China, Costa Rica, India, Laos, Nepal, Pakistan, the Philippines, Sri Lanka, and Vietnam. UNESCO staff members from the UNESCO headquarters in Paris, the UNESCO Principal Regional Office for Asia and the Pacific (PROAP), UNESCO Bureau Regional d'Education pour l'Afrique (BREDA), and the UNESCO office in Phnom Penh, Cambodia attended the Workshop. The Secretary General of the World Federation of UNESCO Clubs and Associations (WFUCA) also attended the Workshop. In addition, Japanese delegates representing the Nagoya International Center, the Nagoya Executive Committee for the Unesco Co-Action Learning Centre Programme, the Asia/Pacific Cultural Centre for UNESCO (ACCU), and NFUAJ were in attendance.

The list of participants is attached as Annex 1.

II. Background and Purpose of the Workshop

This Second Workshop for the Promotion and Development of the Unesco Co-Action Learning Centre Programme follows upon a first workshop held in Kuala Lumpur, Malaysia, from 12-18 November, 1992. Both of these workshops have been held with UNESCO's goal of "Education for All by the Year 2000" firmly in mind, and with the declaration of the International Literacy Year in 1990 as the initial impetus.

The goal of these workshops has been to improve the quality of literacy education in developing countries through the gathering together of participants in NFUAJ's Unesco Co-Action Learning Centre Programme. Once gathered, these participants are able to exchange experiences, perspectives, and information and to build a sense of rapport and mutual support which is a strong aid in pursuing the goals of their literacy education projects. During these workshops, educational experts from UNESCO and other organizations are also on hand to serve as resource persons who can supply broader regional or global perspectives to the discussion or offer participants knowledge in a particular area of their expertise.

The Second Workshop for the Promotion and Development of the Unesco Co-Action Learning Centre Programme differed from the First Workshop in that a component was added in which the literacy project leaders of grass-roots NGOs in developing countries met and had exchange, discussion, and/or homestays with members of Japanese NGOs and voluntary groups. Many of these latter groups were those who had engaged in activities to gather contributions to support the projects of the literacy leaders. It was believed that through this exchange, Japanese people would come to know concretely how their contributions were being used, and thus become better advocates for these projects, while at the same time conveying to the project leaders their thinking regarding international cooperation. It was believed that this type of exchange would be useful for helping to build the kind of cooperative relationships that would enable contributions to be used more effectively to assist the ordinary people of developing countries.

III. Opening of the Workshop

Mr. Hideo Kawamura, Director, Department of Program Development, NIC, served as the master of ceremonies for the opening ceremony. Five statements of greetings were offered by representatives of the sponsoring organizations, honored guests, and the project leaders. These speeches were made by:

- Mr. Soichi Iijima, Chair, Nagoya Executive Committee for the Unesco Co-Action Learning Centre Programme
- Mr. Ohtori Kurino, Chair, Board of Directors, NFUAJ
- Mr. Masataka Ozawa, Chair, Board of Directors, NIC
- Mr. Arthur Gillette, Director, Division of Youth and Sports Activities, UNESCO
- Fr. Lawrence D'Souza, Director General, Indian National Federation of UNESCO Clubs and Associations

The texts of the greetings are attached as Annex 2.

IV. Election of Office-Bearers

With Mr. Kurino as the temporary chair, the office-bearers for the Workshop were elected as follows:

Chair	Prof. Akihiro Chiba (NFUAJ)
Vice Chairs	Mr. Yoshio Osumi (NIC)
	Mr. Abdul Matin (SOJAG)
	Mr. Inayatullah (PACADE)
Rapporteur General	Mr. Kihei Koizumi (UNESCO Club, Kashiwa, Japan)

V. Adoption of Agenda and Schedule

With Prof. Chiba as Chair, the provisional agenda and schedule for the Workshop were unanimously approved by the participants. The agenda and schedule for the Workshop are attached as Annex 3.

VI. Presentation of Report from NFUAJ Concerning its Policy and the Future Direction of the Unesco Co-Action Learning Centre Programme

Mr. Matin took over as the Chair, and Professor Chiba, representing NFUAJ, presented NFUAJ's policy concerning the implementation of the Unesco Co-Action Learning Centre Programme, which started in 1990 as the NFUAJ contribution to the International Literacy Year.

During the years 1990-1991, he said, contributions to literacy activities made through NFUAJ were directed to literacy projects on the list published by the Unesco Co-Action Programme Office of UNESCO in Paris. However, it soon became evident that the projects shown in the UNESCO brochure were far too limited in number and magnitude. NFUAJ had to face embarrassment on various occasions when Japanese contributions were not accepted because donations from other sources had resulted in the achievement of the contribution targets.

NFUAJ thus decided to modify its policy. NFUAJ would adopt its own criteria and ask grass-roots literacy NGOs to apply for NFUAJ support directly. All operations would come under the technical direction of a special committee for the Unesco Co-Action Learning Centre Programme to be set up at NFUAJ.

Such a committee was set up in late 1991. The US$1.25 million in donations given in 1990-1991 was able to be used to support 86 projects in 41 countries. Contributions under the new scheme in 1992 amounted to $740,000 for 35 projects in 19 countries, while 1993 contributions just decided amounted to $1.1 million for 46 projects in 21 countries and one territory.

Prof. Chiba stated his belief that the Kuala Lumpur Workshop in 1992 was useful for developing the criteria for NFUAJ support to literacy projects. So many comments from participants in the Workshop had provided insights into the reality of the educational

situation in developing countries. He assured the meeting that rigid policy and criteria would be avoided in NFUAJ policy, so as to meet the evolving and diverse needs of grass-roots organizations engaged in the promotion of literacy. He did, however, mention the following broad criteria for NFUAJ support:

a) Priority on countries with low literacy rates.
b) Priority on direct support to populations deprived of basic educational opportunities, such as rural youth, women, and children; landless farmers; slum-dwellers and street children; minorities, the handicapped, etc.
c) Priority on the promotion of self-help and self-reliance, and the avoidance of perpetual overdependence on outside assistance.
d) Priority on projects with well-defined objectives and well-articulated plans of action, with good feasibility for satisfactory implementation.
e) Priority on small-scale support in the range of US$10,000-15,000 to grass-roots NGOs.
f) Interpretation of literacy in a broad sense covering basic, functional and post-literacy, some aspects of continuing education, women's activities, income-generation and skill development, environmental protection and development, improvement of quality of life and self-realization, etc.
g) Priority on good accountability, including progress as well as financial reports.
h) Agreement for the visit of monitoring/evaluation teams from NFUAJ.

It was further emphasized that NFUAJ support is not a financial donation from the rich to the poor. On the contrary, NFUAJ participates in the Unesco Co-Action Learning Centre Programme as an equal partner with the organizations running the actual projects. Despite its high educational achievements, Japan still has illiteracy problems, and therefore will also benefit from knowing about the experiences of those involved in literacy education in other countries. The fact that many ordinary citizens and children participate in the collection of funds for the Unesco Co-Action Learning Centre Programme using genuinely innovative methods, such as the collection of misused pre-paid postcards, also shows that the relationship is one of cooperation based on mutual friendship and respect.

A wide range of activities have been pursued as part of the Unesco Co-Action Learning Centre Programme. These include advocacy for literacy NGOs, leadership training, assistance in curriculum and material development and printing, construction assistance, and project monitoring and evaluation.

The Unesco Co-Action Learning Centre Programme is also closely linked with programmes of UNESCO and with other organizations. One such example is that of "Asia-Pacific Programme of Education for All" (APPEAL). Cooperation has been established with the UNESCO headquarters and UNESCO regional offices, and with the World Federation of Unesco Clubs and Associations. NFUAJ has also developed a very effective cooperative relationship with the Asia/Pacific Cultural Centre for UNESCO in Tokyo. Furthermore, *Yomiuri Shimbun* has continued its support to the Programme since the International Literacy Year.

Prof. Chiba next explained that NFUAJ would continue to resort to the use of UNUM cheques for project expenses in the area of materials and equipment procurement. However, bank transfers would be used for such expenses as training, rent, etc.

According to Prof. Chiba, improvements in literacy will require the will of both governments and NGOs. Governments must be responsible for effective legislation, policy-setting, planning and institutional development; and the mobilization of financial resources. NGOs have the equally important role of promoting the popular will at the grass-roots level, and mobilizing people and resources. Nonetheless, he said, NGOs have some limitations in the area of establishing wider contacts, and are sometimes not able to accumulate expertise and experience that would help them to be more effective.

Prof. Chiba next emphasized that the 21st century would be that of people, and would focus on initiatives, volunteerism, and empowerment. In both development literature and practice, there has been a clear shift from the economic development approach to that of human resource development, human development and human empowerment. A new concept of sharing and caring has arisen in the areas of human relations, human-environmental interaction, North-South cooperation, etc. One must ensure co-survival, co-existence, co-learning, co-development, co-enrichment, co-self-realization, and so on. In short, we should all share happiness.

The rationale of NFUAJ's cooperation and participation in the Unesco Co-Action Learning Centre Programme centers upon the above consideration. In this connection, Prof. Chiba pointed out that the exact purpose of this 1993 Workshop is to promote mutual understanding at a personal level between overseas participants and Japanese citizens especially in connection with literacy issues.

Prof. Chiba also informed the Workshop participants of NFUAJ's plan to hold a 1994 Workshop jointly with UNESCO PROAP, and a World NGO Conference on Literacy in 1995 in cooperation with UNESCO and the World Federation of UNESCO Clubs and Associations. The year 1995 will be the mid-point between the International Literacy Year and the year 2000. It thus would be an opportune occasion, he said, to assess both the progress and shortcomings of efforts to fight illiteracy, and to formulate strategies for NGOs engaged in literacy activities as we approach the year 2000. Such strategies would complement government actions made in pursuit of "Education for All," he said.

Discussion Notes

Following Prof. Chiba's speech, the floor was opened for suggestions concerning how NFUAJ could strengthen its activities.

The following suggestions and/or comments were made:

A. <u>On the relationship between NFUAJ/NFUAJ's Unesco Co-Action Learning Centre Programme and UNESCO:</u>
   1. It is refreshing for the UNESCO Secretariat to cooperate with external groups, such as NFUAJ, which challenge UNESCO with their innovative activities.
   2. Any UNESCO programme or method needs to evolve and this can happen thanks to evaluation. Perhaps the Unesco Co-Action Programme, which was evaluated and revised about 15 years ago, should perhaps again be assessed and renewed.
   3. How can NGOs work more closely with the UNESCO network? Small NGOs should be assisted by NFUAJ in establishing links with the UNESCO network.
   4. NFUAJ is an example of what other UNESCO Federations can do, and other federations should mobilize as well, including the Asian Federation.

B. <u>On the need for long-term vision concerning sustainability on the part of both NFUAJ and project leaders:</u>
   1. The duration of NFUAJ's support to project should be multi-year (3-5 years) so that projects can accumulate experience, but the obligation can be for a year. This will enable the recipient agency to plan for their future. Working long-term on a single project also brings valuable experience to the project managers.
   2. Long-term sustainability should form a component of all the project documents. Funds/resources should be allocated for sustainability efforts, e.g. trust funds, revolving loan funds, endowment funds, etc. Continuation

of funding support should be based on long-term sustainability plans and acheivements.

3. Donations should not create a perpetual movement for more funding; there is the need to create political will for self-financing on the part of the organization receiving assistance.
4. External supports are just a small help; successful countries have developed mainly through self-help.

C. On the need for forums to share information about the learning centers:

1. It is important to inform the world of *terakoya* — the pre-Meiji "Learning Centres" in Japan — knowledge of history of the past can provide inspiration for future work.
2. It is desirable to establish a documentation centre relating to the literacy activities of learning centres.
3. A newsletter needs to be published to disseminate information, such as success stories from each country, for the benefit of personnel involved in the promotion and development of the Unesco Co-Action Learning Centre Programme.

D. On the need for monitoring and advice:

1. It is important to develop an effective progress-monitoring system.
2. It is equally important to advise recipients to have fewer objectives and not to be too ambitious.
3. Recipients must be encouraged to integrate literacy activities with other activities such as income-generation, family-life education, etc.
4. NFUAJ should assist projects more in the area of educational materials.

Following this lively discussion and offering of useful suggestions, Prof. Chiba made an effort to summarize the discussion and indicate areas which he felt NFUAJ could address.

Certainly, he said, NFUAJ could be flexible about the duration of projects. NFUAJ would also endeavor to begin the production of a monthly newsletter, with the first issue to come out before the end of the year. As far as a database was concerned, Prof. Chiba cited the lack of office space at NFUAJ, but put forth the possibilty of housing such a database at the Educational Research Institute of International Christian University (in Mitaka, Japan). Prof. Chiba also cited certain areas of continuing education such as the training in advanced "high-tech" as not linked closely enough to basic education. Finally, he cited the need for a strong paragraph in this report concerning the need for improvement of the modalities of the UNESCO headquarters regarding the Co-Action Programme.

VII. Presentation of Activity Reports from Resource Persons

Activity Reports were presented by the following four Resource Persons:

- Mr. Yoshio Osumi
  Chief, Division of Program Development
  Nagoya International Center
- Mr. Shinji Tajima
  Director, Book Development & Literacy Division
  Asia/Pacific Cultural Centre for UNESCO (ACCU)

- Mr. T.M. Sakya
  Educational Advisor and Coordinator, APPEAL
  UNESCO Principal Regional Office for Asia and the Pacific (PROAP)
- Mr. Jan de Bosch Kemper
  Chief, Facilities and Projects Coordination
  Bureau Regional d'Education pour l'Afrique (BREDA)

Mr. Yoshio Osumi
Chief, Division of Program Development
Nagoya International Center

Mr. Yoshio Osumi, Chief of the Division of Program Development of the Nagoya International Center, led off the activity reports from resource persons with an explanation of the "Unused Pre-stamped Postcard Campaign," which he played a vital role in organizing. Everyone had already heard so much about this remarkable campaign, but it was through Mr. Osumi's presentation that participants were actually able to grasp what the campaign entailed. Mr. Osumi passed around examples of misused postcards, and presented overheads showing how those postcards were collected by various schools, universities, women's groups, companies, and other organizations, and eventually turned into cash for supporting Co-Action Learning Centre projects. He reported that since the campaign had begun in 1990, the International Literacy Year, 702,789 cards had been collected during 4,780 collections in central Japan and other areas. This had resulted in a total contribution of ¥23,000,000 for Co-Action Learning Centers — which was then supplemented with other contributions, yielding a total of ¥29,600,000 or about US$282,000 for support of the UNESCO Co-Action Learning Centre Programme. With this money, a total of seven learning center projects have already been supported, including those in Bangladesh, China, India, Laos, Cambodia, and Vietnam. For 1993, four more projects in Bangladesh, India, Pakistan, and Sierra Leone will also be added to this, he said.

Mr. Osumi mentioned, as well, that the Nagoya International Center intends to step up campaign activities even more in the near future, through updating supporters on circumstances at different project sites, inspection tours of project sites and enhancing public awareness of the campaign even more through newsletters, the mass media, and other outreach activities.

Participants in the workshop were clearly impressed by the grass-roots nature of the "Unused Pre-stamped Postcard Campaign," and at Mr. Osumi's characterization of the campaign as a project meant not to be "aid," but a joint project based upon the principle of mutual benefit. As he said, "we are all economically and culturally dependent upon one another."

Mr. Shinji Tajima
Director, Book Development and Literacy Division
Asia/Pacific Cultural Centre for UNESCO

Mr. Shinji Tajima, Director of the Book Development and Literacy Division of the Asia/Pacific Cultural Centre for UNESCO gave participants an engaging presentation about ACCU's regional cooperative literacy programmes in Asia and the Pacific. His presentation came complete with puppets, a video, and other literacy materials.

Mr. Tajima spoke first about the contents of ACCU's literacy programmes. He said that ACCU's literacy programmes were concentrated in the following two fields:

(1) Development of literacy materials
(2) Training of experts on development of literacy materials

To date, seventeen countries participate in these programmes. These are:

Afghanistan, Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, the Philippines, Thailand, and Vietnam.

Mr. Tajima then explained the process called "Asian/Pacific Joint Production of Prototype Materials for Neo-literates" (AJP). AJP prototype materials in English, he said, are produced through the cooperative effort of experts from participating countries in the region. The content of the materials is directed toward improving the quality of life in rural areas, and is determined based on the needs and problems of people in those areas, as noted through field surveys. AJP prototypes undergo several field tests in villages in the region where they will be used in order to ensure that they may be easily understood, that they are attractive, and that they are effective. To date, 46 kinds of prototypes have been produced.

The next step in the production of ACCU literacy materials consists of making national versions of the materials through adapting AJP prototypes. Necessary modifications to illustrations and texts are made according to the needs and situations of each country. In order to facilitate mass-production of the national versions of AJP prototypes, ACCU has been providing each participating country with a set of positive films for colour printing and financial assistance from the Noma International Literacy Fund.

Mr. Tajima mentioned that television is a media with a strong impact in changing societies. ACCU has consequently responded to the great demand for effective and attractive media to be used in the field of literacy, by producing, in cooperation with UNESCO and experts in the region, a variety of video programmes.

Mr. Tajima then showed Workshop participants a 16-minute animated cartoon called *Mina Smiles*, which moved most participants quite deeply. In a warm and humorous way, the video showed the obstacles women face when they are not literate, the obstacles they face in trying to become literate, and the joy and improvement in the quality of their life when they are at last literate.

Mr. Tajima then explained ACCU's programmes for training experts to develop materials for neo-literates, and particularly the workshops ACCU has held or participated in at various national, regional, and even sub-regional levels to ensure the success of this training.

ACCU focuses not only on developing effective texts, but also teacher's guides, and supplementary materials. Several participants in the Workshop had cooperated in materials production with ACCU, and pronounced the collaboration very beneficial. Thus, following Mr. Tajima's presentation, there was a great call for increased collaboration between NFUAJ and ACCU.

As the Educational Advisor and Coordinator of APPEAL (Asia-Pacific Programme of Education for All), Mr. T.M. Sakya was able to provide participants with a strong analysis of the illiteracy problems in the Asia-Pacific region, and of the different types of learning centres that have been established in the region as a means of combatting these problems. Mr. Sakya also offered participants an excellent paper entitled "Education for All by the Year 2000: Problem and Prospect," which addressed these same issues.

Mr. Sakya began his presentation with various statistics concerning literacy in the Asia-Pacific region. The Asia-Pacific region has many of the world's most populous countries and, as well, 75% of the world's illiterate population. Most of this illiterate population, he said, is concentrated in a few countries, particularly India and China. This illiterate population, he also said, consists largely of women and other disadvantaged groups. In fact, the participants could see on a very effective overhead used by Mr. Sakya just how far women's literacy rates lay behind those for men in each of the countries of the Asia-Pacific region.

In terms of strategies to combat these problems, PROAP, where Mr. Sakya works, has taken the approach of working to create "learning societies" in the countries in this region. As Mr. Sakya pointed out in his paper as well, there are numerous countries in this region where primary education is already fairly well-developed. Nonetheless, students who pass through these schools are not necessarily "functionally" literate, or in possession of the type of literacy skills that enable them to cope successfully in the current modernizing and urbanizing society. Many adults, women, and other disadvantaged groups who have not received even this type of primary education are also not capable of responding effectively to the changes taking place in society.

It is for this reason that, contended Mr. Sakya, a "learning society" must be created. Literacy is only the first step in such a society. In such a society, to quote his paper, "everybody will be learning throughout life and at the same time everybody will be teaching others all the time. In the learnng society, not only schools and colleges, but all organizations such as factories, business enterprises, religious and society organizations, and so on will work as education providers."

Thus, one can see why there is a strong need for literacy centres, such as those promoted by NFUAJ's Unesco Co-Action Learning Centre Programme.

Mr. Sakya pointed out that several Asian countries had a tradition of such learning centres. Nonetheless, he said, "learning centre" was generally a loose concept which needed better definition, and systematization according to a variety of models appropriate for different contexts and groups of learners. This would permit a most effective complement to the action already being taken by governments in pursuit of "Education for All."

Mr. Sakya had already gone part of the way towards producing this type of effective complement by means of the ATLP literacy training materials developed by PROAP. These are widely used in the Asia-Pacific region and provide a solid basis for training of literacy education. The ATLP-CE materials created for continuing education personnel are also effective in this regard. In the near future, Mr. Sakya also envisions a "learning centre" manual that will enable literacy workers to effectively model their centres on successful case studies of centres of various types and which deal with various populations. In doing this he hopes, perhaps, to incorporate some of the successful cases of leaders attending the Workshop.

Mr. Jan de Bosch Kemper
Chief, Facilities and Projects Coordination
Bureau Regional d'Education pour l'Afrique (BREDA)

Mr. Jan de Bosch Kemper, Chief, Facilities and Projects Coordination of the Regional UNESCO Office for Education in Africa (BREDA), reported on the "Literacy Caravan" project in Senegal, and by way of that, general conditions affecting the implementation of literacy projects in Africa and means for addressing those conditions. Many of those conditions in Africa are similar to those in other parts of the third world, and thus participants listened with rapt attention to de Bosch Kemper's sharp analysis and proposals.

Mr. de Bosch Kemper introduced his presentations with a reflection on objectives and resource-constraints issues. A careful examination of those is required in project design. "Is money a resource?" Of course, it all depends on how it is employed, he said. If not managed with care, it would rather be like "a jam pot attracting flies." With resource requirements being enormous, it is of utmost importance to employ resources only after careful consideration, he said.

The literacy caravan focuses on the provision of educational resources and on-the-job in-service training for literacy workers at the grass-roots level. This constitutes a cross-roads in the education process where development is urgently required, he added.

How is it able to do this? Mr. de Bosch Kemper next strongly emphasized the triangular partnership forming the cornerstone of the project, and which constitutes a crucial part of why the project is expected to succeed in an environment where so many others have failed. This open triangular partnership comprises three sectors: an international organization (UNESCO/BREDA), a government service (the National Senegalese Directorate for Literacy and Basic Education), and a non-governmental structure (the Federation of UNESCO Associations, Centres and Clubs; Martin Luther King UNESCO Club). Other partners are being affiliated, he said, for particular operations and activities, executed within a general modular framework.

Another aspect of the "Literacy Caravan" project that thus becomes important is the fact that it is modular. According to de Bosch Kemper, within the vast field of educational and reading materials, everyone has to find his/her way and also each partner has to find precise references as regards his/her task in articulation with what others are doing. It is for this reason that the "Literacy Caravan" project has been conceived as a series of independent but interconnected modules. Every partner contributes in the selection of modules and locations where they are to be promoted. A selection is thus made which is most appropriate to the partner's own development objectives.

De Bosch Kemper here injected the apt metaphor of various development organizations and/or social sectors as spiders, each treating other groups as flies which they would like to catch in their webs and whose identities they would like to subsume. De Bosch Kemper's strategies for project construction are aimed, in contrast, at producing a web that will allow spiders to work in harmony, retaining their identities. De Bosch Kemper showed the participants the grid system he had worked out to avoid projects doubling up needlessly or coming into conflict.

Educational Materials Fairs are another important component of the "Literacy Caravan" project. At these fairs organized by the project once a year on rotation in two regions of the country, and where everyone is invited to display to the public, the interested visitor finds a review of materials available, for selecting the best. Forums are also organized to bring together the producers of educational, learning, and reading materials with those using them (in particular, local literacy workers). The purpose of these forums is to formulate recommendations for the improvement of availability of materials.

Recommendations are made quantitatively as to which materials should be printed, and qualitatively as to which materials should be modified or conceived for areas of interest presently insufficiently covered in the region.

At locations where Educational Materials Fairs are organized, the Caravan also builds, prior to their arrival, a permanent facility, an Educational Resources Centre: the "Educational Hostel." These Centres or "Hostels," which are managed by UNESCO Clubs:

- promote the availability and access to educational and reading materials;
- organize, through guest speakers and trainers, "on the job" support and in-service training to literacy workers and adult educators;
- organize specific educational and cultural activities around international days proclaimed by the United Nations.

The centres are constructed following an innovative attractive architecture. Non-formal educational facilities, such as these, according to Mr. de Bosch Kemper, should be emancipated to provide an acceptable alternative to the formal educational system.

In closing, de Bosch Kemper emphasized that the "Literacy Caravan" project does not provide money to literacy groups. It merely brings all the materials that exist out in the open for them. In de Bosch Kemper's words, the "Literacy Caravan" project can be thought of as something which vaccinates literacy workers for the future, rather than providing a one-time cure for a single case of illiteracy.

Discussion Notes

Following the four excellent presentations by the Resource Persons, the floor was opened for discussion and questions.

The following points were made or questions raised concerning the issues below:

A. <u>About informing ourselves of what is available:</u>
   1. People say, "I have not been informed about your project. Why wasn't I informed about your project?" Even at the office level, you must inform yourself of what is going on around you and what kinds of materials and information are available.
   2. NGOs could be much better informed about a variety of free UNESCO materials which can be provided to learning centres.

B. <u>About relationships with ACCU:</u>
   1. More cooperation should be organized with ACCU, and all projects here should be put on their mailing list.
   2. In rural and remote areas in one country, ACCU materials produced very positive results.
   3. Follow-up in which results are reported strictly is very important in production of educational materials. Representatives for 21 countries have been invited to a book production course to be held very soon in Tokyo, for example.

C. <u>About the division between formal and non-formal education, and the traditional emphasis on formal education:</u>
   1. Literacy should not always be considered a second-class modality. It has to be brilliant in its own right.
   2. The community education center in Tanzania offers literacy education, continuing education and education for children. Does this sort of multi-purpose learning centre work, or is there confusion?

3. One gets a mess if one mixes non-formal and formal education. What usually ends up happening is that the formal educators are the bosses and the non-formal educators get the crumbs.
4. Is it hard in Africa to introduce a non-modern building as a learning centre because people will associate it with poorer education or the past?
5. Africans are now conscious of their own identity. Architecture of buildings is not a problem. It would be good to have many different shapes and a variety of structures.

D. <u>On independence and sustainability:</u>
1. In the "Literacy Caravan" project, we say from the start, "We give no financial help. If you fall, we'll help you to your feet, but we will give no budget to your centre."
2. During the literacy fair in Senegal, in which different suppliers and groups competed for the attention of literacy workers, it was perhaps the first time these literacy workers had been asked for their opinions and ideas.
3. Rather than a one-time cure, efforts are being made to "vaccinate" as many literacy workers as possible.

E. <u>About the relationship with WFUCA/role of UNESCO Clubs:</u>
1. All projects here are invited to become UNESCO Clubs if they want.
2. A special issue of the WFUCA newsletter *Confluences* could be devoted to the world *terakoya* movement and the Literacy Caravans.

F. <u>On the importance of policy coordination at a national level:</u>
1. Many NGOs can organize these types of "literacy caravans" and workshops in their own countries with National Federations of UNESCO Associations taking the lead.
2. At the next meeting of literacy NGOs to be organized by PROAP, will senior government officials be invited? One from each country should be invited.
3. Participation by government representatives in workshops is a good idea.

G. <u>On working as NGOs without the governmental help that used to be received:</u>
1. In socialist countries, NGOs are a new development. The first NGOs in these countries need knowledge about how to work without the government.
2. Presentations by NGO literacy project leaders in the next sessions should help the representatives from China and Vietnam to see possibilities for working without the government.
3. Chinese representatives should visit NGOs in the Philippines, Bangladesh, or Sri Lanka.
4. We need to think of how to make the ordinary people recognize the importance of eradicating illiteracy in the rural areas.
5. Japanese are very busy. We must clarify why such busy people participate in this postcard campaign.

H. <u>About examining the results of projects:</u>
1. We cannot yet see the results of the "Literacy Caravan," because "a baby of three cannot yet talk." We challenge other groups to take some action if they can come up with another method to fight illiteracy in Africa. Furthermore, many things that have impact are never officially evaluated, or cannot be. The Netherlands Exposition after the war in 1950 had a great impact on me, although this was never measured.
2. Projects must be evaluated. The beneficiaries should say if the project is really beneficial.

I. <u>On different models for learning centres:</u>
1. Concern was raised regarding the style of explaining the different types of learning centres as well as the appropriateness of preparing such a manual at UNESCO/PROAP. It was emphasized that the beauty of the NGO movement is that it is spontaneous.

2. One type of learning centre is, of course, not applicable to every situation. A variety of models is necessary.

Following this discussion, Prof. Chiba summarized and commented upon the discussion.

He started off by assuring that NFUAJ will send someone to participate in the "Literacy Caravan." Next, he thanked WFUCA for the offer of a special issue of *Confluences* on the learning centres. In 1996 or 1998, he said, when the 3-year baby has developed more, let's have a joint Conference between NFUAJ and BREDA. With regards to ACCU, Prof. Chiba asserted that "cooperation between NFUAJ and ACCU will be maintained." Furthermore, he said, we should aim for better utilization regarding the free materials that UNESCO has to offer in order to ensure the multiplier effect. National Resource Centres on Literacy for NGOs could be developed, he suggested. National meetings of literacy NGOs can be organized by the same responsible body. This is especially important for countries like China, Vietnam, and Pakistan, where NGO initiatives are not yet strong, he said. Prof. Chiba also assured participants that government representatives would participate in the 1994 Workshop, as it will be jointly organized with UNESCO/PROAP.

VIII. Presentation of Activity Reports from Project Representatives

Activity Reports were presented by the following literacy project leaders:

Morning Session

- Dr. Supote Prasertsri
  Education Programme Specialist
  UNESCO Phnom Pehn Office (Cambodia)
- Mr. Ahmed Al-Kabir
  Chief Patron
  Shimantik (Bangladesh)
- Mr. Abdul Matin
  Director
  SOJAG (Bangladesh)
- Fr. Lawrence D'Souza
  Director General
  Indian National Federation of UNESCO Clubs and Associations (India)
- Mr. Jugnu Ramaswamy
  Secretary
  Street Survivors India (India)
- Mr. N.P. Rimal
  Chair
  Unesco Co-Action Learning Centre of Swatantra Shikhya Sadan (Nepal)
- Mr. M.B. Rathnayaka
  Senior Welfare Officer
  Sri Lanka Prison Department Inmates' UNESCO Club (Sri Lanka)
- Mr. Inayatullah
  President
  Pakistan Association for Continuing Adult Education (PACADE) (Pakistan)

Afternoon Session

- Mr. Dao Viet Trung
  Permanent Secretary
  Vietnam National Commission for UNESCO (Vietnam)
- Prof. Dang Vu Hoat
  Director
  NOCEAD (Vietnam)
- Mr. Devraj Koirala
  Project Officer
  Nepal Women's Association (Nepal)
- Dr. Cecilio H. Penson
  Chair
  NGM Foundation (the Philippines)
- Ms. Amara Peeris
  General Secretary
  Sarvodaya Women's Movement (Sri Lanka)
- Mr. Edgar Orozco
  Coordinator
  Education Committee of the Costa Rican Commission of Cooperation with UNESCO (Costa Rica)
- Ven. Bouakham Saribout
  Priest
  Wat Khoualouang Pramaha Bouakam (Laos)
- Mr. Karulnakar Barlaya
  Secretary General
  UNESCO Club, Naganur (India)
- Mr. M.A. Matin*
  Vice-President
  National Association of UNESCO Clubs in Bangladesh (Bangladesh)
- Mr. Zhao Wenqing*
  Deputy Director
  Activity Centre for Rural Adult Education of Jilin Province (China)

*Written report submitted but not presented as a speech.

Dr. Supote Prasertsri
Education Programme Specialist
UNESCO Phnom Penh Office (Cambodia)

Dr. Supote began his presentation about the Unesco Co-Action Learning Centres in Cambodia with a history of literacy education in Cambodia. Literacy education, he said, has been an important part of Cambodian culture for at least one thousand years, or since the introduction of Buddhism. Chinese and European explorers in the 14th and 15th centuries had even recorded evidence of literacy in Cambodia. Most of these literates were males, however, due to the literacy education they recieved as Buddhist novices and later monks. This style of Buddhist literacy education is, in fact, still practiced in Cambodia, said Dr. Supote, even though compulsory public education has become more widespread in the country. About 2,500 Buddhist temples provide this basic literacy and Buddhist education.

Dr. Supote next showed a graph indicating number of deaths in Cambodia in modern times as well as corresponding literacy rates during those times. Participants could see that in 1969, one year before the peak of the war (1970-1978), Cambodia had had a literacy rate of 41%. However, during the early 1970s, the number of literates started to decline because of the war and the lack of security for primary education. Then in 1975-78, all the schools were closed by the government, except for a few for vocational

training, and the majority of teachers and educated persons were eliminated. Thus, the proportion of literates was reduced even more drastically.

Campaigns to eradicate this illiteracy were conducted by the new socialist government in 1980-83 and then again in 1984-87. According to the government statistics, 700,000 out of one million illiterate adults aged 14-45 benefited from these campaigns, thus increasing the literacy rate from 41% of the pre-war period to 70% in 1988. During the same period, a literacy campaign was also launched by the United Nations and non-governmental agencies for Cambodian refugees living in camps along the Thai-Cambodian border.

While these campaigns no doubt produced a good deal of positive results, it is nonetheless believed that the number of illiterates may recently be increasing, he said, due to (1) a 50% rate of primary school drop-out or repetition; (2) limited post-literacy educational opportunities and reading materials; and (3) the low quality of primary education.

In 1993, the UNESCO office in Phnom Penh received a contribution from NFUAJ to construct two community learning centres in Battambang province. The first, now 80% complete, has been constructed in the compound of the 9th century stone temple of Ek Phnom village. Courses in traditional architecture; embroidery and home economics; and Khmer, have been conducted simultaneously with the construction for approximately 200 learners, over half of whom are female. From September, 1993, additional courses will be offered. The second centre in Wat Rom Duol Temple is now 35% complete, while a third centre is planned for Wat A-twea, about 10 kilometres south of Angkor Wat, and a fourth mobile centre on a boat planned to serve the learning and information needs of farmers and fishing communities living on and around the Tonle Sap lake.

The demand for and interest in education and training among the Cambodian people are far beyond the capacity of these centres to accomodate, however. Interest in the centre which is already operating is so high that many skilled craftspersons have volunteered to teach for only a small remuneration. Many religious and community leaders have also reacted very favorably to the project. Dr. Supote concluded by expressing his hope that this type of learning centre would be established in every province of Cambodia to compensate for the time lost during the 23-year war.

Mr. Ahmed Al-Kabir
Chief Patron
Shimantik (Bangladesh)

Mr. Ahmed Al-Kabir, Chief Patron of the Bangladesh NGO, Shimantik, spoke about his organization's wide-ranging activities. Shimantik, he said, started its activities in 1979, in a rural district of Bangladesh. A group of local youths initiated the formation of the organization, and the first office of the organization was in the building of the local union council. The organization now, however, has its office on its own plot of land, given by the government in recognition of Shimantik's contribution to the community.

Shimantik's present activities fall into four areas, he said:

- Women's development activities
  Shimantik's programmes for women include group development and formation, short-term revolving load funds to aid poor women in generating income, providing development education, assisting young women aged 14-18, and skill training for women.
- Environment, forestry and homestead farming

Shimantik's programme has included tree plantation in 80 community institutions, with a total of 20,000 trees planted. In addition, 50 homestead farms are supported by Shimantik.

• Health, Maternal and Child Health (MCH) and family-planning activities
Shimantik's family-planning program covers 166 villages and a total population of 150,000. The MCH Program covers 41 villages and a population of 37,000. Two mobile teams also provided health, MCH, and family planning services to 17,000 people in 1992.

• Non-formal education, including literacy education supported by NFUAJ
Shimantik has established planning for ten non-formal learning centres and fifteen adult learning centres. There is one teacher per centre, and a participatory, learner-centered approach is used. The emphasis is on the functional use of learning, not success in examinations, and the children's inquisitiveness is encouraged. There are many co-curricular activities as well, including singing, dancing, drawing, etc. One of these centres was constructed with NFUAJ funds, and NFUAJ also assisted in the construction of a public library. According to Mr. Al-Kabir's quick evaluation of the program, the children in NFLC schools are very interested in their studies and can read, write, and answer questions without hesitation; flexible school timing in NFLC schools has contributed to parents' motivation in sending their children to school; students in NFLC schools have a similar socio-economic background, so they do not feel discriminated against; and a continuous evaluation system adopted by NFLC schools has relieved students of the fear of examination.

Future plans of Shimantik include, according to Mr. Al-Kabir: confirmation of and strengthening/expanding of existing activities, establishment of a "Mini-Nagoya International Center" in Bangladesh, the establishment of a trust fund for contributing to the sustainability of Shimantik activities, and establishment of a student sponsorship program and a centre for orphans.

Shimantik is clearly involved in a variety of activities, and it is perhaps because of Shimantik's expertise in so many areas, that the organization is able to take an "integrated approach" to literacy that does not see it isolated from other important issues such as health and environment.

Mr. Abdul Matin
Director
SOJAG (Bangladesh)

Mr. Abdul Matin, Director of the Bangladesh NGO, SOJAG, used the occasion of his activity report to discuss the adverse environmental circumstances faced by Bangladesh, as well as the partners and inspiring figures that have enabled him and his organization to persevere despite this. Mr. Matin mentioned that Bangladesh is one of the poorest countries in the world. He acknowledged that Bangladeshis are to be blamed for some of the poverty and underdevelopment, but that there are also other factors to consider, such as natural disasters — particularly cyclones and floods. These natural disasters, he said, like illiteracy, act as a constraint to the country's development. To emphasize his point, Mr. Matin showed participants a video clip depicting flooded land in the area near where SOJAG has its projects.

A moving part of Mr. Matin's presentation was his discussion of how an NGO working for the poor in Bangladesh can become disgraced not only by people with power who fear the empowerment of the poor, but by the very people the NGO is trying to help. Mr. Matin acknowledged that many people in Bangladesh live day-to-day and are not able to see the value of literacy in any sort of long-term vision. He was nonetheless able to overcome such obstacles, he said, with the support of others. Mr. Matin's mother in

particular, gave him great support, a story that reminds us that human resource development begins with one's own child, and that care of one's own children can have valuable repercussions in the years to come.

Mr. Matin also spoke about the concept of partnership exemplified in his relationship with his wife, in an effort to explain his view of how NFUAJ should support NGO projects overseas. True partners, he said, are needed for the continuity and sustainability of initiatives. He admitted to making mistakes at SOJAG, but emphasized that partners should not leave us even when small mistakes are made.

In terms of SOJAG's partnership with Japan, Mr. Matin also stated that SOJAG did not only wish for money. His organization, he said, needed knowledge and expertise, but even more importantly, moral support. In this regard, Mr. Matin expressed his gratefulness to the leader of the Sarvodaya movement in Sri Lanka, Dr. A.T. Ariyaratne, who led him to commit himself to his work and to people in Bangladesh. Mr. Matin's presentation was a clear reminder of the important role organizations and individuals play in supporting one another and giving one another ideas.

Fr. Lawrence D'Souza, SJ
Director General
Indian National Federation of UNESCO Clubs and Associations (India)

Fr. Lawrence D'Souza, SJ, Director General of the Indian National Federation of UNESCO Associations and recipient of this year's Noma International Literacy Prize, spoke about the learning centres in his project in Mangalore, India. These learning centres mainly serve Koragas, an indigenous tribal people whose status is one of untouchability.

Fr. D'Souza's learning centres were started during the very first cycle of the Unesco Co-Action Learning Centre Programme. From very small beginnings, his project has now grown to include 25 paid workers and 40 volunteers. In the Koraga project, which has been going on for three years, and for which Father D'Souza won the literacy prize, a survey of 2,000 Koraga families was conducted, and a book on them was then written. A library to provide books for neo-literates was established. To preserve Koraga culture, a museum was set up, and to preserve the Koraga language, a book was written on the Koraga language. Tutors were appointed in each colony to conduct classes and to conscientise the Koragas along the lines of the thinking set out by the educator, Paolo Friere. A newspaper for Koragas was published to create awareness among them, and the CALT Care Programme was established to work for the improvement of their health.

Because of the efforts of project social workers, most of the Koraga children now go to school. The social workers conduct classes, and now over one thousand Koraga adults have learned to read and write. Social workers also involve Koragas in income-generating activities. The social workers are making their best effort to remove the stigma of untouchability both from the larger society and the Koragas' own minds. Furthermore, as this year is the International Year of Indigenous People, the project has adopted 18 ashram schools which are substandard schools to which tribals and members of scheduled castes often go. Members of the project are trying to improve the standards of these schools. In addition to the adopted Ashram schools, there are presently four learning centres for Koragas, and one each for Kudbis and Gollas, other tribals. A learning centre for malekudiya tribals will also start in January, 1994, with funding from NFUAJ for the 5th cycle of the Unesco Co-Action Learning Centre Programme.

It is an inspiration for all to see that Father D'Souza and other members of the project, as well as the Indian National Federation, have at last been recognized for their caring and progressive literacy activities with groups at the very bottom of society and with whom few are even willing to make contact.

Mr. Jugnu Ramaswamy
Secretary
Street Survivors India

Mr. Jugnu Ramaswamy, co-founder of Street Survivors India, along with his wife, Shabnam, gave a moving presentation about their project, which focuses on the education of street children of New Delhi slums and the New Delhi railway station. Mr. Ramaswamy emphasized that there are 500,000 street children in Delhi as a whole, including about 100,000 who have no families to go home to, and many of whom come from the provinces as stowaways on the luxury trains that arrive in New Delhi station late in the night. It is Street Survivors India's policy to direct much attention to this second sort of child without a family, Mr. Ramaswamy said.

Mr. Ramaswamy devoted the main portion of his presentation time to discussing the philosophy of education on which the Street Survivors project is based. Mr. Ramaswamy said that he and his wife view education as something which should enable street children to perceive and interpret the world around them, including its injustices, and then be able to fight for its transformation. In his words, "Bookish learning has no meaning for the street child," and it is the job of the educator to engage in such education while seeing the outside world through the eyes of the street child. For this reason, Mr. Ramaswamy emphasized that finding staff from among the street children offered the best hope for a self-sustaining future for the project.

Despite the many difficulties faced in establishing the project initially, Mr. Ramaswamy was able to give a positive prognosis for the project in its present location. Even the police and the underworld of the station had at last accepted the presence of the project, he said.

Despite the positive developments over the past year, however, Mr. Ramaswamy left participants with some important questions and points arising from the Ramaswamys' project experience and how much further they themselves believed they had to go in their educative efforts. These were:

1. Is illiteracy itself the problem we need to solve? OR Is it only an expression of unequal access to and unequal distribution of resources within a society?
2. Literacy alone neither automatically guarantees a better quality of life, nor does it automatically help the learners to understand and fight inequality and exploitation within their society.
3. Literacy then, is only a tool for <u>educating</u>, and <u>not</u> a substitute for <u>education</u>.
4. If we mistakenly assume literacy to be our goal, we fail in our duty as educators.

Mr. N.P. Rimal
Chair
Unesco Co-Action Learning Centre
of Swatantra Shikhya Sadan (Nepal)

Mr. N.P. Rimal, Chair of the Unesco Co-Action Learning Centre of Swatantra Shikhya Sadan spoke of the characteristics of this learning centre, located in Nepal and established in 1992 with financial support from NFUAJ. Mr. Rimal began by describing the educational situation in Nepal, and particularly the non-formal educational sector. About 55% of males are literate, while only 25% of females are literate in Nepal, Mr. Rimal said. About 40% of girls never even go to school. Nonetheless, the gross enrollment in primary grades is 87%, he said. Governmental expenditures on non-formal education

amount to only 1% of the total governmental education budget. Thus, there is every chance, said Mr. Rimal, for NGOs to work in the non-formal education sector and assist the large number of Nepalese children and youths who have missed out on or dropped out from the formal school system.

Swatantra Shikyha Sadan assists many of these types of students, many of whom come from deprived communities. Common parental occupations of the students are sanitation work, blacksmithing, shoemaking, tailoring, etc. The children often follow their parents into these professions. Economically, the students come from hard-pressed families. Wage-earning is their only source of livelihood. "No work, no food" symbolizes their life-style. Nonetheless, culturally, learners of the Swatantra Shikyha Sadan are rich. However, their cultural heritage is never explored. Nor there is any work done to bring them into the national mainstream. The learners of Swatantra Shiksha Sadan are turned on to learning with dialogue, discourse, and problem-solving techniques. A word-teaching approach is commonly used in place of the conventional alphabet-teaching technique.

The results of this first year of the project were very positive. Teachers of the Swatantra Shiksha Sadan were happy because they could identify a non-formal educational approach to make economically poor and socially backward people literate within a short period. Teachers also developed in their pedagogical skills, as they were able to use their expertise from this non-formal education in the formal education sector and their formal education expertise in this non-formal section. Learners too, were found happy because they could become literate in a short time. Learners also used the avenue opened up by the Swatantra Shikhya programme as a jumping stone to the formal education field. They were able to do this because they were offered a second chance to learn while still engaged in earning activities. The only concern of the teachers and the learners was the availability of opportunites for continuing education beyond that offered in the programme.

Mr. M.B. Rathnayaka
Senior Welfare Officer
Sri Lanka Prison Department Inmates' UNESCO Club (Sri Lanka)

Mr. M.B. Rathnayaka, Senior Welfare Officer of the Sri Lanka Prison Department Inmates' UNESCO Club informed participants that a large percentage of those sentenced to death for their crimes in Sri Lanka have had no formal education and are illiterate. He then proceeded to discuss how the learning programme implemented in Prison Inmates' UNESCO Clubs in the Sri Lanka prisons has assisted the Sri Lanka Prison Department in the rehabilitation of offenders into society. Mr. Rathnayaka reported that Sri Lanka Prison Inmates' UNESCO Clubs foster the educational needs of inmates while keeping with the objects of UNESCO. Illiterate inmates are taught to read and write, inmates with the ability to read and write are provided with facilities to improve themselves, inmates are given opportunities to sit for public examinations, and inmates are offered chances to study English in addition to their own language. Religious and moral education are also integrated into the syllabus.

Although it is compulsory for inmates to undergo vocational training which will enable them to compete in finding gainful employment after release, the literacy and adult education programmes of the Prison Department Inmates' UNESCO Club are conducted purely on a voluntary basis, he said. These programmes help inmates to improve and strengthen family and other relationships through correspondence and afford inmates with an opportunity to communicate freely. The teaching methodology used is one which ensures the flexibility of the educational programmes according to the needs of different individuals, which insists on the learning programmes being effected through the development of a rapport between the teacher and the learners, and which makes use of

the immediate reousrces available around the individual. Participants are motivated by giving them access to extra facilities, and all are enrolled as active members of the UNESCO Club. Thus, the programme in the Sri Lanka prison is one highly effective example of linkage between a UNESCO Club and literacy education. Currently, said Mr. Rathnayaka, there are fourteen correctional institutions on the island conducting these programmes, with an average daily participation of 500 inmates.

Mr. Inayatullah
President
Pakistan Association for Continuting Adult Education (PACADE) (Pakistan)

Mr. Inayatullah, President of the Pakistan Association for Continuing Education (PACADE), began his presentation by describing Pakistan as a paradox in many ways. Pakistan, he said, is a fairly large country with considerable natural .esources. It has a fairly healthy and hard-working population. Moreover during the last few years, there has been an annual growth of 6% in the GNP. Nonetheless, in the social sector, Pakistan lags behind a large number of developing countries. The literacy rate is less than 35%, and the population is increasing at the rate of 3.1% per year.

The main reasons for this slow development in the social sector, in Mr. Inayatullah's opinion, are that (1) the bulk of Pakistan's financial resources (2/3) are spent on defense and debt-servicing, with little left for other sectors; (2) the feudal background of a large number of members of the Parliament; and (3) the discontinuity and instability of political governments. Mr. Inayatullah added the fact that the National Commission of Literacy in Pakistan, of which he was the first Chair, has seen five or six Chairs in as many years.

PACADE, Mr. Inayatullah mentioned, is active in advocacy for literacy and in putting pressure on the government to adopt a national plan for literacy. PACADE also produces useful studies and publications, he said. In fact, it produces the only journal on literacy and continuing education in Pakistan. It also runs female literacy centres in the villages, a project supported in the Unesco Co-Action Learning Centre Programme. PACADE is grateful to NFUAJ, the Nagoya International Center, and the people of Japan (especially of Kriya City), he said, for helping to fund this programme.

At the close of his presentation, Mr. Inayatullah invited suggestions as to how Pakistan could succeed in accelerating its spread of literacy in Pakistan, provoking a lively audience response.

Mr. Dao Viet Trung
Permanent Secretary
Vietnam National Commission for UNESCO (Vietnam)

Mr. Dao Viet Trung, Permanent Secretary of the Vietnam National Commission for UNESCO, began his presentation by saying that Vietnam has been embarking on a comprehensive and fundamental renovation in all spheres of national socio-economic life. In the process of this renovation, he said, literacy programmes have been paid great attention and given high priority by both governmental and non-governmental institutions.

At present, he said, literacy still remains one of the urgent problems in Vietnam. In general, the number of illiterates is not so high when considering the total population, but in remote areas (rural upland, mountainous areas) and among some groups, the illiteracy rate still presents a considerable challenge. Due to economic difficulties in Vietnam,

physical infrastructure is also very weak, and there is a lack of sufficient classrooms, furniture, textbooks, learning and teaching materials for literacy education.

The current situation of literacy education is also adversely affected by the past history of literacy education in Vietnam. For example, teachers have for some years had such low salaries that many of them are less committed than they used to be or they have to take a second job to earn more income. Because of this, it is also difficult to recruit good teachers in remote areas. Literacy education in Vietnam also used to focus on teaching how to read and write without providing the learners, through lessons, with practical knowledge to improve the quality of their life. Thus, people did not see the need for learning, and even if they went to school, conditions were not conducive to maintaining the learning results. Many people still tend to have this image of literacy education. In addition, many youngsters and children also think that the possibilities for upward social mobility through education are more limited than in the past, so they drop out from school to look for work in order to get more income for their families.

The "Plan of Action up to 1995" drawn up by the National Committee for Illiteracy Eradication aims at abolishing illiteracy for over 1 million people of the 15-35 age group. In this context, he said, the National Commission highly appreciates the assistance and support from UNESCO, NFUAJ, and other NGOs to literacy projects and programmes in Vietnam.

Prof. Dang Vu Hoat
Director
NOCEAD (Vietnam)

Dr. Hoat, Director of the National Organization for Continuing Education and Development (NOCEAD), presented in his paper a brief introduction of the difficult history of Vietnam, which inevitably led to the appearance of a number of disadvantaged groups in Vietnamese society. Nonetheless, because Vietnamese people still harbor the benevolent tradition of mutual support and the "fostering of the young by the old," said Dr. Hoat, the situation is not as bad for these people as it might be otherwise.

NOCEAD can perhaps be said to be one organization following in this tradition of benevolence. It is carrying out five special education programmes for disadvantaged groups as well as two educational projects which are receiving technical and financial assistance from NFUAJ and the Nagoya International Center through the Unesco Co-Action Learning Centre Programme.

Dr. Hoat described the five special education programmes for disadvantaged persons as follows:

1. Education Programme for Disabled Children
   To deal with the 1.3 million children under the age of 17 in Vietnam who have some kind of physical or mental disability, NOCEAD, in cooperation with Life-Long Education Centres and local communities, is planning and implementing educational projects for those children who are not able to go to normal schools. Unfortunately, though, special education for the disabled is still a relatively new activity in Vietnam, and the number of trained staff is very small.
2. Education Programme for Street and Working Children and Orphan Children
   Together with Viet Hung Centre and Ba Dinh Centre, NOCEAD is building and developing classes for these children. Furthermore, NOCEAD advocates very strongly that other organizations, social associations, and individuals come together to work for the literacy education and vocational training of street children. Dr. Hoat presented sad statistics showing that Vietnam has about 60,000 street/working children, 26% of whom have no parents.

3. Education Programme for Refugee Children
In recent years, Dr. Hoat said, repatriation of Vietnamese refugees is growing. According to current data, the number of these children has now exceeded 2,000. Many repatriated children aged 16 or 17 are illiterate and have no vocation or means for income. This is why NOCEAD is working with local communities (such as Viet Hung commune, Hanoi) to build and develop literacy education classes, and classes for vocational and job training.

4. Educational Programme for Poor Rural Women, Ethnic Minority Women, and Catholic Women
In Vietnam, illiterate women number about 4,234,000 persons. These women lack rudimentary knowledge of family-planning; family life and sex; child protection, care, and education; and raising family income. Areas in the country with NOCEAD chapters are expanding many classes for the eradication of female illiteracy and promoting training for women in side occupations in order to increase women's contribution to family income.

5. Educational Programme for Disabled and War Victim Adults
According to a recent survey, the number of adults who are disabled war victims is about 2,345,000, of whom 1,289,000 are illiterate and of whom 1,546,000 have no vocation or income. NOCEAD is cooperating with Blind Associations of many provinces to develop Braille literacy education classes and teach simple jobs to blind persons. In cooperation with Dong Anh District, NOCEAD is opening literacy and post-literacy classes and vocational training for handicapped persons all over the district. Enabling the war-disabled to work helps them in getting over their unhappiness, said Dr. Hoat.

NOCEAD is receiving NFUAJ support for the following two individual programmes:
1. A programme for eradication of illiteracy and for vocational training of 1,000 ethnic minority people in highland areas of Hoa Binh Province.
2. A programme for alternative basic education classes for 2,600 girls and women (including the disabled, war victim, and ethnic minorities) in Ha Tay Province.

As Workshop participants could see, NOCEAD was directing its greatest attention to the literacy education of minority groups who are not benefited by formal education programmes in Vietnam. NOCEAD was, as well, developing highly effective educational materials to address the needs of these populations, as participants could see from Dr. Hoat's explanation of NOCEAD's educational materials, including one that had been awarded an "Honorable Mention" prize by ACCU.

Mr. Devraj Koirala
Project Officer
Nepal Women's Association (Nepal)

Mr. Devraj Koirala, Project Officer for the Nepal Women's Association (NWA), gave a well-structured presentation concerning the aims of the Association and projects organized by it. NWA, said Mr. Koirala, is a national organization with district offices in 71 rural districts of Nepal.

One of the basic goals of the Assocation is to raise the literacy status of Nepalese women. The main purpose for the establishment of the Association during 1947 was also to create a forum for women to come and discuss their problems together. The very establishment of the Association resulted in the gathering of women from different caste, class, and ethnic groups in all different geographical areas of Nepal. The organization's structure currently also links very poor women of remote villages to women of urban centers in such a way they they can help one another develop solidarity among themselves for the collective liberation and social recognition of women in Nepal.

The following, he said, are the stated objectives of the Association:

- To promote literacy among women by conducting nationwide adult literacy classes and literacy campaigns. "Literacy for All" is the motto of NWA, as only 12% of rural women in Nepal are literate
- To uplift the status of women by providing opportunities to develop their capabilities socially and economically
- To strive for creating an exploitationless society by making women aware of their rightful position in the family and society
- To enable women to live at par with their male counterparts by making them realize the roles they can play in the development of the family, the society, and the nation as a whole

Other than social welfare activities such as a legal service center, a mobile health camp, and afforestation programmes, six literacy projects are under implementation within the Assocation with the help of different bi-lateral and multi-lateral donors. They are:

Literacy for rural women
Literacy and post-literacy
Literacy, post-literacy, and income-generation activities
Literacy for young girls of the 8-14 year age group (Cheli-Beti) programme
Literacy, post-literacy, and learning centre programme
Literacy for women and girls working in factories

Altogether, 34 districts have been covered by NWA through the above-mentioned programmes and a total number of approximately 12,000 women have gained literacy skills through these initiatives in different rural localities of Nepal. Due to lack of good communication and transportation in these rural areas, 70% of the population in Nepal falls below the poverty line. Women's problems are more severe, however, due to very high illiteracy, social restrictions, religious beliefs and legal discrimination.

In all of its literacy programmes, NWA uses an authorized and recognized literacy package programme entitled "Naya Goreto" ("New Path") designed by the Ministry of Education and Culture of Nepal — which is very effective with such women. The course curriculum promotes a participatory learning approach among the beneficiaries. It is written, said Mr. Koirala, in very simple Nepali and has proven to be the most effective learning package designed by various organizations so far in Nepal. Through using this programme, women have come to feel empowered, and their literacy status has improved.

In addition, since NWA implements programmes for women only, mostly female facilitators are chosen by the beneficiaries. This has added extra flavour in promoting the status of women in a rural context, said Mr. Koirala. Literate women thus gain recognition through the programme as trainers and subsequently as community development workers in the following years.

Even though NWA is well-equipped with professionals and volunteers who are from the local areas, NWA faces many problems in the implementation phase, admitted Mr. Koirala. However, he feels that problems and difficulties can easily be solved with the cooperation received from various organizations. Considering the very low literacy rate of Nepalese women, NWA has a long way to go to achieve equity and to make all women literate in the country, he said.

Dr. Cecilio H. Penson discussed the NGM Foundation, which was founded in 1972 in the Philippines. He mentioned that it was one of the oldest and most consistent NGO-PVOs in the field of environmental protection and human welfare. It has, according to Dr. Penson, operated without continuing financial support from any governmental agencies, foreign grants, or other local monies. The headquarters of the Foundation is at the University of Life complex in Pasig, Metro-Manila, the Philippines.

Major concrete achievements of the Foundation mentioned by Dr. Penson were:

1. The Prison's School of Applied Arts and Sciences (PSAAS) located at the national penitentiary in Muntinlupa

Since 1982, the Foundation has given vocational training and certification to over 9,500 prisoners, most of whom "are now enjoying a free life, happy in the skills they learned at the PSAAS." An effective working arrangement with the Ministry of Education made possible the establishment of an efficient, effective literacy programme in Camp Sampaguita, a few blocks away from the PSAAS building. Local and international agencies have recognized this project, which has been operating without interruption since 1982, he mentioned.

2. The ECES-LC System of learning centres

The NGM Foundation has a working collaboration with the government "Commission for the Reduction of Poverty" that assists in the operation of these centres. All training of instructors for the centres is being done, said Dr. Penson, at the headquarters of NGM. Under the ECES-LC System, NGM has over 350 units with an enrollment of over 300,000 families nationwide. NGM has also been credited by the Office of the Ombudsman for spearheading the extension and organization of CPUs (Corruption Prevention Units) in each and every learning centre affiliated with the ECES-LC System.

3. Environmental activities

NGM, said Dr. Penson, has been given recognition by the Ministry of Energy for initiating and spearheading a conservation program, under the Coalition for Energy Awareness. NGM has also been credited by the Ministry of Environment for initiating the campaign for "the reduction of lead content in gasoline and reduction of sulfur content in diesel fuel." Finally, it has been given credit by the Presidential Council for Forest Ecosystem Management" for having planted 1,000,000 trees from NGM-owned nurseries. This feat was given honors and recognition by the European Environmental Bureau and the Commission of the European Communities and Rotary International.

4. Pre-Departure Orientation Programme for Overseas Contract Workers (OCWs) with disadvantaged skills — domestic helpers

This is the first major effort made by an NGO-PVO (non-governmental organization-private voluntary organization) in training young girls bound for the Middle East in various techniques through non-formal education methodologies.

In explaining the success of the Foundation, Dr. Penson emphasized the sincerity and dedication of the Foundation's leadership over the long-term. Dr. Penson pointed out that the Philippines had slipped from second place to fifth place in literacy in Asia over the last 20 years. Thus, this long-term devotion ("keeping the hula hoop moving so it would not fall") was needed more than ever in the Philippines and other developing countries facing similar conditions.

Ms. Amara Peeris
General Secretary
Sarvodaya Women's Movement (Sri Lanka)

Ms. Amara Peeris, General Secretary of the Sarvodaya Women's Movement, Sri Lanka, discussed the literacy situation in Sri Lanka and the literacy programme of the Sarvodaya Women's Movement. Ms. Peeris first emphasized that although the literacy rate in Sri Lanka is relatively high compared to that of some other Asian countries, there remains a hidden minority of illiterates in the population. Furthermore, the female literacy rate is lower than that for males in rural/urban disadvantaged areas in Sri Lanka.

In order to address these problems, the Sarvodaya Women's Movement implemented a functional literacy programme for women and female children in eight disctricts in Sri Lanka during the years 1991-1993. The programme was carried out in three phases. The first of these, in 1991, involved a needs-assessment survey which identified the target group (female children 14-17 and women 18-35). Learning needs and necessary basic life-skills were determined, facilitators/instructors were trained and the literacy programme was begun.

In the second phase in 1992, the literacy curriculum was developed further through experimenting with an integrated approach to literacy and activites necessary for livelihood, through functional literacy aimed at improving the family unit and through preparation of motivational teaching and learning materials. Then, in the third phase in 1993, literacy class activites were integrated with activities related to family-life education; child rearing and child care; health and environmental sanitation, etc. A teacher's handbook and a learner's workbook were also prepared, and the materials were tested and evaluated to effect the necessary modifications.

The main objective of the programme was to minimize functional illiteracy especially among women and female children who are not able to benefit from formal education programmes in Sri Lanka. The other objectives were (a) to promote successful family life; (b) to promote women's role as income generators for their families; (c) to develop the personality of the female children and to prepare them for marriage and parenthood; and (d) to organize young women and female children as a supportive group for the empowerment of other women in the community.

The programme was highly successful in its outcomes — with the female children who were "little adults" in their poverty-stricken homes finding pleasure in their peer groups and attending classes regularly, and pregnant and lactating mothers becoming aware of the roles of women as mothers and wives. Students improved their knowledge in family-planning; health and hygiene; child-care and nutrition; and in basic skills in language and numeracy needed for day-to-day living.

Ms. Peeris emphasized how valuable it would be for these literacy classes to be turned into full literacy centres thanks to money donated by NFUAJ.

Mr. Edgar Orozco
Coordinator, Education Committee
Costa Rican Commission of Cooperation with UNESCO (Costa Rica)

Mr. Edgar Orozco, Coordinator of the Education Committee of the Costa Rican Commission of Cooperation with UNESCO (CCCU) began his presentation by discussing the various projects undertaken by the Commission's Education Committee during his six years as a member — including some highly creative ones that offered models for other project leaders present. In 1988-89, the Committee organized an exchange of elementary school children. Ten students of the 6th-grade of each of three

urban schools exchanged schools, cities, and homes with corresponding 6th grade students of three rural schools. The teachers of each group went with their students, and the Committee provided appropriate assistance. This exchange was for one full week, and was very successful, said Mr. Orozco.

In 1990-91, the Committee planned, developed, and carried out a project called "Parents as the First Educators of Their Children." Under this project, a typical community was first selected. Then the Committee invited local leaders, parents of school children, and the school master to an introductory meeting, during which the Committee explained the purpose of the project and asked participants to point out problems they considered to be causing trouble. With that information, the Committee prepared and held a series of workshops, each one giving solutions to one of the problems that participants had told the Committee needed solving. The Committee did not solve the problems for the participants, but rather, showed participants how they could do this themselves, said Mr. Orozco.

In 1992-93, and in commemoration of the "5th Centenary of the Meeting of Two Worlds," the Committee decided on a project called "Elaboration of Support Material for the Indian Education." The Committee was working on the project when NFUAJ offered a grant to the CCCU, under the 4th cycle of the Unesco Co-Action Learning Programme. Under this grant, the Committee has edited two books. The first is *Traditions and Habits of the Indians*, a collection of legends transmitted orally from generation to generation. The illustrations are drawings made by the pupils of 1st and 2nd grades of an Indian School. The other book is an *Illustrated Alphabet of the Bribri Language*, written by Dr. A. Constenla, a professor of languages at the Universidad de Costa Rica. Soon the Commission will publish a second edition of the *Traditions and Habits of the Indians*, with more legends and in two languages, Spanish, and Bribri. Coming, too, is an illustrated *Reader of the Maleku-Lhacia Language*, written by Dr. A. Constella. The Commission is working as well on a magazine with poems, legends, and other articles by different authors, and on obtaining other collaborations that will be edited and published in the near future.

The Commission, said Mr. Orozco, just received the good news that NFUAJ had approved financial support for the 5th cycle of the Unesco Co-Action Learning Programme. This year's project is a multi-purpose project, said Mr. Orozco, that consists of the construction of two two-classroom schools for two different Indian Communities, and a donation of approximately $7,000 for the purchase of didactic material, equipment and supplies for a school for abandoned children of the capital city of San Jose.

Ven. Bouakham Saribout
Priest
Wat Khua Luang Bhudist International Relation Association (Laos)

The Venerable Bouakham Saribout, Buddhist Priest of Wat Khoualouang Pramaha Bouakham, presented an activity report covering the seven projects in which his Wat Khua Luang Bhudist International Relation Association is engaged.

Ven. Saribout started his presentation by mentioning that the Lao government had designated literacy education as one of the national development priorities. However, due to the limited financial reources available, only a small budget is available for use in promoting and developing literacy education in Laos. The education budget in Laos is, in fact, only sufficient for operating and maintaining secondary, higher, and vocational education facilities at the central, provincial and district levels. The construction and operation of the simple but more numerous primary school facilities at the village level is left to the responsibiltiy of the village communities concerned and to the private sector. Hence, such village primary schools are of varying and often inferiour quality.

It was Lao Buddhist monks like the Ven. Saribout who, learning about the limitation of the government in addressing literacy education needs at the village level, decided to form an association for contributing to the literacy education program in the country. It was relatively easy for the monks to do this because Lao Buddhist monks are traditionally respected not only as moral educators, but as literacy teachers of village communities.

Ven. Saribout's Wat Khua Luang Bhudist International Relation Association was founded in 1978, and was involved in adult literacy activities in its early stages. In 1980, the association broadened its activities to include a primary school program for children. Altogether seven primary schools have now been constructed or are under construction as a result of support from NFUAJ and other private Japanese donors. The Association has also begun to expand its activities to a wider geographical area.

The Association engages in the following activities in pursuing its education programs:

- Taking the lead in the mobilization of community resources
- Taking the lead in literacy teaching at the pagoda and village schools
- Amassing voluntary contributions in cash or in kind (land, material, labour) for the construction and operation of the primary schools
- Mobilizing external resources and support

As in the case of the literacy centres in Cambodia, Ven. Saribout's projects were a strong example of how literacy projects could take advantage of existing traditions of literacy education in a country in bringing education to a wider circle of people.

Mr. B.K. Barlaya
Secretary General
UNESCO Club of Naganur (India)

Mr. B.K. Barlaya, Secretary General of the UNESCO Club of Naganur, India, spoke about this club's objectives and programmes, including the literacy programmes run with NFUAJ support. The UNESCO Club of Naganur was started in 1974, said Mr. Barlaya, under the eminent leadership of Mr. R.M. Patil. The Club works towards the all-round development of the weaker section of society, particularly women. Scheduled castes, scheduled tribes, working-class agricultural laborers and all backward classes are beneficiaries of the Naganur UNESCO Club's programmes. Development through "self-actualization" is the Club's motto, and participatory methods are used in all programmes. The Club's work takes place in 12 villages of the Gokak area of the Belgaum District in India's Karnataka State.

The programmes of UNESCO Club, Naganur, can be broadly categorized into two groups, said Mr. Barlaya:

I. Collaborative Programmes — which were started before 1992 in collaboration with Belgaum Integrated Rural Development Society (BIRDS-Naganur). These fall into three types:
   a) Education
   b) Programmes for the handicapped
   c) Rural development programmes

II. Independent Programmes — which are programmes initiated after the UNESCO Club's contact with NFUAJ (from 1992). They are:
   a) A project for functional literacy for self-reliance
   Through this project, 12 adult literacy classes were started in February, 1993, of which 5 are for females and 7 for males. The learners are from 14-45 years of

age. To facilitate the development of functional literacy skills, the following activities and methods have been introduced in these classes:

1) Mobile cultural troop
2) Exposure for learners; early learners' incentive
3) Traning for animators
4) "Each one teaches three" method (new literates)
5) Social awareness education component

b) Devadasi rehabilitation

93 families following this system in which women born into the status are to be used sexually by others were identified and referred to the government for rehabilitation.

c) Formation of new clubs

Three new UNESCO Clubs were formed and assisted in villages in the area and at BSW College.

d) Community Action

Farmers were organized to demand the government to provide irrigation facilities.

Participants were able to see strongly, through Mr. Barlaya's presentation, whether concerning the irrigation issue, through collaborative work with BIRDS-Naganur, or through assistance to other new UNESCO Clubs in the area, how effective UNESCO Club of Naganur's local network was in seeing that the weaker section of society were helped in as an effective way as possible. Thus, the presentation perhaps provided hints for how other organizations could work effectively with other groups in their own areas.

Mr. M.A. Matin
Vice-President
National Association of UNESCO Clubs in Bangladesh (Bangladesh)

Mr. M.A. Matin, Vice-President of the National Association of UNESCO Clubs in Bangladesh, presented a paper concerning conditions in Bangladesh, the Association's literacy activities, and the project for which the Association is receiving its first support from NFUAJ: "UNESCO Ideal Mass Education and Rural Human Resource Development Programme."

A particular matter for concern in Bangladesh is, said Mr. Matin, the condition of the millions of destitute street and working children and the conditions of children in village areas of Bangladesh. Because of poverty, he said, about 52 million children 6-11 years of age are not enrolled in primary schools. Most of these children have to go to the fields, factories, or other working places in order to find sources of income for themselves and/or their families. At the beginning of these children's lives, they have to struggle for their survival, said Mr. Matin.

One potential bright side to these problems, however, is that in Bangladesh, the UNESCO declaration of "Education for All by the Year 2000" made people aware of the alarming rate of illiteracy as well as the fact that its minimisation required improvements in the non-formal or informal system of education, said Mr. Matin. The Bangladesh government accordingly gave maximum priority to education and especially informal education in the fourth five-year development plan, he said. The government even formed an "Integrated Mass and Informal Education Programme" under the Ministry of Education, and urged all NGOs and concerned private agencies working on literacy to help to make the programme a success by the year 2000. As the only organization recognized and supported by the Bangladesh National Commission for UNESCO under the Ministry of Education, the National Association of UNESCO Clubs in Bangladesh is doing its best to contribute in this effort. At present, in fact, there are 55 literacy centres spread across Bangladesh that have been organized and executed by UNESCO Clubs affiliated with the National Association.

The project for which the National Association is receiving support this year from NFUAJ is located about 300 kilometers from the capital city, Dhaka. The project incorporates 32 schools which aim at improving the lifestyles and socio-economic conditions of 1,920 illiterate rural boys and girls such as those described at the beginning of his paper, and adult males and females. It does this through providing basic literacy and other human development training in primary health care, family-planning, horticulture, poultry raising, tree-plantation, environmental sanitation, etc. Through this programme, said Mr. Matin, beneficiaries will be able to read and write, know about rights and duties, solve their own problems, and help others solve problems. It is the feeling of the Association that if just one village in an area can become an ideal village through this programme, the whole area can become an ideal area.

Mr. Zhao Wenqing
Deputy Director
Activity Centre for Rural Adult Education of Jilin Province (China)

Mr. Zhao Wenqing, Deputy Director of the Activity Centre for Rural Adult Education of Jilin Province in China, will be organizing the project "Literacy Plan for Minority People and Women in Impoverished Rural Areas" that will be receiving assistance during the 5th cycle of the Unesco Co-Action Learning Centre Programme. He presented Workshop participants with a paper concerning the Centre's activities up until this point as well as the Centre's primary methods for eradicating illiteracy.

Mr. Wenqing first described the special characteristics of Jilin province where the Centre is located. Jilin province, he said, has borders with both Russia and the People's Republic of Korea. It has a population of about 24 million, including about 38 minority nationalities. The number of literates and semi-literates above the age of twelve is 3.68 million, 64.79% of whom are women, and 98% of whom can be found in rural areas of the province.

The Centre's method of teaching literacy consists of the following points:

1. Adhere to a certain standard for literacy
   The Centre sets as the standard for literacy knowing 1,500 common Chinese characters, being able to read popular newspapers and magazines, taking down simple accounts, and writing simple practical writings. Those who have reached the standard after examination are conferred a certificate of literacy.
2. Combine literacy education with the learning of practical skills in order to arouse the interest of farmers
   Mr. Zhao gave the example of the failure of a literacy programme among farmers in Taian village of Hun Jiang City as a result of the lack of practical skills being taught. Following, however, the establishment of a farmer's literacy and technology school, all illiterate and semi-literate farmers in the vilage became literate. Annual income in the village also rose from 79 yuan per capita in 1980 to 640 yuan per capita in 1990. This result reflected another point of Mr. Zhao's — that education controls science and technology, and thus, income. If, he said, the education level of farmers is low, new technology does not easily become popular among them. Although Jian city in Changhai mountain area abounds in natural resources, for example, it is difficult for farmers to turn the advantage of natural resources into economic advantage. Similarly, ginseng growers in Jian without scientific knowledge are not able to increase their ginseng production.
3. Give careful attention to strategies for making teaching materials and developing the skills of teaching personnel
   The Centre compiled uniform teaching materials for the province as a whole and encouraged all counties and regions in the province to prepare their own teaching

materials as well. As a result of this policy, 20,000 copies of 30 kinds of teaching materials were developed in Hun Jian city, and the quality of electrical audio-visual aids in the province has improved. Through having higher level instructors train lower level instructors, personnel have become more interested in their work and the social position and living conditions of staff have increased. City staff and rural staff also are given opportunities to train and receive training from one another.

Using these same three methods, Mr. Wenqing said, the project "Literacy Plan for Minority People and Women in Impoverished Rural Areas" is also expected to produce excellent results. Running the project itself is also expected to be an encouragement to workers at the Centre.

Discussion Notes

Following the inspiring Activity Reports, the floor was opened for questions and comments by the Chair for the afternoon session, Mr. Inayatullah. The following comments were made and questions raised:

A. <u>On what Japan can learn from the literacy project leaders and their projects:</u>
   1. The reports provided many hints for Japan. For example, what Mr. Orozco's group was doing with the publishing of literature in the Indian languages could be done in relation to the Ainu of Japan. Also, Japan could learn from the strong emphasis on literacy education for the disabled.
   2. To have literacy education for the disabled, the key is to get families involved.
   3. Literacy has a role in getting more people to immunize children.

B. <u>On the need for more than just "literacy":</u>
   1. An integrated approach to literacy education (involving not only literacy itself) is important.
   2. No curriculum has been made for street children. Thus, projects must reinterpret the school syllabus — in effect, creating a supplementary guide to the syllabus.

      The students we have do street theater and participate in workshops that help them to reflect on issues around them. In October, our school was deliberately burnt down. Initally, we did not get police support. We had to fight the mafia. The children did a play which reflected this. Students performed a play at the university which reflected how they related to national issues such as the recent temple issue dividing Hindus and Muslims.

      When reading an original story about eating fruit, one must reinterpret the story. None of the street children have seen such beautiful fruit. The children need to learn who they are in this political context — and that they do not eat rotten fruit because they are "born into it." They can change fate!

      From 12 pm-4am there is activity among the children and the station's underworld. Many children are forced to act as pimps or are forced into homosexual activities. Even though I have been beaten up, I roam the station to give the children confidence that, "Yes, this woman means business." Only when children can truly perceive the world around them can such a book have meaning.

C. <u>On the appropriateness of the slogan "Education for All by the Year 2000":</u>
   1. "Literacy for All by the Year 2000" will be difficult. We need strategies to increase the number of NGOs or influence governments. Such great resources are needed for creating peace. Thus, it is difficult to find funds

for development after peace has been maintained. There are also structural systems which impede change. For example, the inflation that accompanies the conversion from a socialist to a market economy, is a great obstacle to development in such places as Cambodia.

2. Why do we have a slogan, "Literacy for All by the Year 2000," when people are only apt to be disappointed when this is not achieved? After the year 2000, people may simply start diverting their resources to other causes.
3. "Literacy for All by the Year 2000" won't happen if present discouraging trends continue, and we may be doing a disservice if we encourage people to think it will.
4. Don't forget to hope; we need to remember to hope. The human race has a really bright future. Even the PLO and Israel seem to be reaching agreement.
5. Whose decision was it to focus on literacy?
6. If I do not even hope, how can we survive in situations of difficulty and conflict?
7. Literacy is connected to population issues. Thus, if we don't improve literacy now, we are going to have population problems. This is our last chance to improve literacy.

Mr. Inayatullah, Chair for the afternoon session, then briefly presented his observations.

A wide-ranging review of activities in different parts of the world had taken place, he said. Experiences had been exchanged and insights shared. There is a lot to learn, he said, from the innovative ways and the highly committed work being undertaken in different countries with the support of the people of Japan through NFUAJ. These new approaches, techniques, and methods should be identified, he said, and compiled for a wider circulation for adoption and adaption in different places (with advantage?).

Prof. Chiba was then given the floor to summarize the discussion and add his comments.

We have clearly, he said, achieved the goal of exchange and cooperation in this Workshop, especially with the participation of citizens from the Nagoya area and the various Resource Persons. He stated his hope that Japanese people would do like the people from Nagoya and make more of an effort to get to know non-Japanese people. At the same time, he said, project leaders should try to get to know Japan better. There may be no special secret of the Japanese success, but at least we can say that Japan put its energy into education, he said. There was, of course, the *terakoya* movement, which was an educational movement arising from among the people. As the Tokugawa government administered its subjects by means of written materials, the *terakoya* movement was the people's response to cope with such a style of administration.

Our challenge, however, is to see that each country's culture and customs are retained in the learning centres and that humaneness is valued.

UNESCO adopted the Karachi Plan in 1960 to achieve universal primary enrollment by 1980, its target year. Although this goal was not achieved, such a target provided strong impetus to governments, educators, and the international community. While universal literacy may not be achieved in the year 2000, the target of the year 2000 is important for all concerned, Prof. Chiba concluded.

IX. Regional Exchange Programme

On Friday, 3 September, groups involved with the organization of exchange programmes set up various opportunities for meaningful exchange between leaders of literacy projects and local citizens. The following were the programmes in the Nagoya area:

- "Literacy in Bangladesh"
  RESPONSIBLE ORGANIZATION: NIC volunteers
  OVERSEAS PARTICIPANT: Mr. Ahmed Al-Kabir, *Chief Patron*, Shimantik (Bangladesh)

- "Kariya City Regional Exchange Meeting for the Workshop for the Promotion and Development of the Unesco Co-Action Learning Centre Programme"
  RESPONSIBLE ORGANIZATIONS: Kariya Executive Committee for the Unesco Co-Action Learning Centre Programme, Kariya City Council of Social Welfare
  OVERSEAS PARTICIPANTS: Mr. Inayatullah, *President*, Pakistan Association for Continuing Adult Education (Pakistan); Mr. Edgar Orozco, *Coordinator*, Education Committee of the Costa Rican Commission of Cooperation with UNESCO (Costa Rica); Prof. Dang Vu Hoat, *Director*, NOCEAD (Vietnam); Mr. Jan de Bosch Kemper, *Chief, Facilities and Projects Coordination*, UNESCO Bureau Regional d'Education pour l'Afrique (Senegal); Ven. Bouakham Saribout, *Priest*, Wat Khoualouang Pramaha Bouakham (Laos)

- "Literacy for All — What We Can Do Now"
  RESPONSIBLE ORGANIZATIONS: Unesco Co-Action Learning Centre Programme Nagoya, Nagoya Women's Volunteer Association, Nagoya City Women's Center
  OVERSEAS PARTICIPANTS: Ms. Amara Peeris, *General Secretary*, Sarvodaya Women's Movement (Sri Lanka); Mr. Devraj Koirala, *Project Officer*, Nepal Women's Association (Nepal)

- "Towards Literacy for All — The Unesco Co-Action Learning Centre Programme in Which Everyone Should Participate"
  RESPONSIBLE ORGANIZATION: Nishibiwajima International Exchange Association
  OVERSEAS PARTICIPANTS: Mr. Abdul Matin, *Director*, SOJAG (Bangladesh); Mr. M.B. Rathnayaka, *Senior Welfare Officer*, Sri Lanka Prison Department Inmates' UNESCO Club (Sri Lanka); Mr. Zhao Wenqing, *Deputy Director*, Activity Centre for Rural Adult Education of Jilin Province (China)

- "Report on the Card Aid Programme"
  RESPONSIBLE ORGANIZATION: Kohnan Junior Chamber of Commerce
  OVERSEAS PARTICIPANTS: Mr. Dao Viet Trung, *Permanent Secretary*, Vietnam National Commission for UNESCO (Vietnam); Mr. M.A. Matin, *Vice-President*, National Association of UNESCO Clubs in Bangladesh (Bangladesh); Mr. Arthur Gillette, *Director*, Division of Youth and Sports Activities, UNESCO (France)

- "Our Volunteer Efforts"
  RESPONSIBLE ORGANIZATION: FICO
  OVERSEAS PARTICIPANT: Mr. Karulnakar Barlaya, *Secretary General*, UNESCO Club, Naganur (India)

- "Unesco Exchange Meeting"
  RESPONSIBLE ORGANIZATION: Nagoya Municipal Shinmei Elementary School
  OVERSEAS PARTICIPANTS: Mr. Jugnu Ramaswamy, Mrs. Shabnam Ramaswamy, *Secretary*, Street Survivors India (India); Mr. N.P. Rimal, *Chair*, Unesco Co-Action Learning Centre of Swatantra Shikhya Sadan (Nepal); Dr. Cecilio H.

Penson, *Chair*, NGM Foundation (the Philippines); Mr. Patrick Gallaud, *Secretary General*, World Federation of UNESCO Clubs, Centers and Associations, UNESCO (France); Dr. Supote Prasertsri, *Educational Programme Specialist*, UNESCO Phnom Penh Office (Cambodia)

- "Literacy Education of the Koraga, an Indigenous Tribe in India — A Report from the Local Area"
  RESPONSIBLE ORGANIZATION: Liaison Committee of the Territorial Women's Society of Nagoya City
  Overseas participant: Fr. Lawrence D'Souza, *Director General*, Indian National Federation of UNESCO Clubs and Associations (India)

- "Experiencing 'Participatory Training Methodology' (PTM)"
  RESPONSIBLE ORGANIZATION: Asian Health Institute
  OVERSEAS PARTICIPANT: any interested

- "Group Discussion for Exchange of Opinions About Literacy"
  RESPONSIBLE ORGANIZATION: Nishi Cultural Center
  OVERSEAS PARTICIPANTS: Prof. Dang Vu Hoat, *Director*, NOCEAD (Vietnam); Mr. Ahmed Al-Kabir, *Chief Patron*, Shimantik (Bangladesh); Mr. Dao Viet Trung, *Permanent Secretary*, Vietnam National Commission for UNESCO (Vietnam)

To give a picture of the activities during the Regional Exchange Programme, the 5th- and 6th-grade programme at Shinmei Elementary School and the Nishi Bunka Center Programme are highlighted here. Groups involved in organizing the Regional Exchange Programme supplied the newspaper articles and children's essays translated below.

Shinmei Elementary School 5th- and 6th-grade Programme

Talking About the Issue of Literacy with Children Participants in an International Conference Pay a Visit to Shinmei Elementary School in Nagoya.

Children to whom being able to read is a matter of course learn the reality of India and actively exchange opinions. They decide to cooperate in the "Unused Pre-Stamped Postcard Campaign."

"In India, there are many children who must work and who are not able to go to school." While looking from desks pulled into a circle at photos of children from India, the 5th- and 6th-grade students listened to the words of Ms. Shabnam Ramaswamy, principal of a school in India, with serious expressions on their faces.

At present, there are one billion people in the world who cannot read and write.

"If you cannot read and write, what problems will you have?" To this question from a child, Ms. Ramaswamy answered, "For example, even if you do work shining shoes, you cannot calculate the money you are supposed to receive."

In India, where the gap between rich and poor is so large, poor children do such work as shining shoes, singing songs on buses and trains in hopes of receiving money, and reselling things that others have thrown out. When it was mentioned that children also do bad things such as sell drugs or work as pickpockets to earn money, the classroom became very quiet.

"If children study language, they will be able to grasp the situation around them, and they will gain courage in living their lives," added Mr. Jugnu Ramaswamy, who was sitting beside Shabnam, his wife.

Shinmei Elementary School, which is located in the center of the city and has only 95 students as a result of the depopulation of the center of the city, had been designated by the city of Nagoya as a school for Japanese students returning from abroad. Thus, consciousness concerning education for international understanding was already quite high. After the exchange programme, students expressed many different feelings such as: "I had thought that everyone could read and write;" "I felt sorry that children just like me were wearing such raggedy clothes"; and "After seeing children in such a situation, I realized how happy we are."

"Before now, we had had exchange meetings with Europeans and Americans. However, I was impressed that in this case the students offered their opinions much more actively," said school principal Ueda (58).

Voices came from among the students to cooperate in the "Unused Pre-stamped Postcard Campaign" and to help build a school in India where the children can study.

"After all, we live on the same earth. Thus, there are many things with which we can deeply sympathize. We would like to continue this kind of exchange programme which really touches our hearts, and hope that we can at least be of some encouragement to those involved in literacy education," said Principal Ueda. (*Yomiuri Shimbun*, 7 Sept., 1993)

The following are some reflective essays written by 5th- and 6th-grade children from Shinmei Elementary School after this Regional Exchange Programme:

When I heard there was going to be a Unesco exchange programme, I thought it would be very similar to other exchange programmes we had had before. However, it felt very different from the type of exchange programmes in which we just listen to various speeches. When I heard about the difficult situations of children our own age, I felt so sorry for these children.

After hearing about the children, we heard an explanation of the *Sekai Terakoya Undo*, (Unesco Co-Action Learning Centre Programme) from someone from the International Center. I thought that I would definitely like to cooperate in this programme, even if my help would only be very small.

From what the Ramaswamys said, I understood very clearly that even those people who are very poor are working so hard to live their lives in the best way possible.

I thought that our country was in a much better situation than India. Because of all the things Mr. and Mrs. Ramaswamy taught us, we were able to see what a good life we lead. Up until this point, I have wasted many things. However, I thought that from now on, I could not waste so many things. In Japan, the school which you go to is clearly decided, but in India there are people who cannot go to school. I felt so bad for these children. Lastly, up until this point, I had not made many donations. However, I thought that I wanted to make contributions for people like those in India.

I came to understand for the first time what kind of life people in India live. I was shocked that in a classroom of our size, 120 people study in India. They said that the houses are also very small, and that five people may live in one of these very small houses. I thought that earning money through jobs such as shining shoes seemed very hard. I thought that it was very sad that people had to do these sorts of jobs or they would not have any food to eat for the day. Compared to this, I thought that Japan was a very happy country. Mr. and Mrs. Ramaswamy are teaching

children things like reading and writing, and I thought they were wonderful people. Participating in the *Sekai Terakoya Undo* (Unesco Co-Action Learning Centre Programme) is a wonderful thing. I would like to help Mr. and Mrs. Ramaswamy in the great efforts they are making.

Mr. and Mrs. Ramaswamy from India came to visit the 5th- and 6th-grade students.

I was taught many things by Mr. and Mrs. Ramaswamy. I felt sorry for the children who cannot read and write. I was also shocked that a school can be built for only 200,000 yen (about US$1,800). I think that as the chair of the students' committee for the first semester, I would like to propose participating in the *Sekai Terakoya Undo* (Unesco Co-Action Learning Centre Programme). Also, I want to make use of this experience somehow in helping children around the world.

Today was the first Unesco Exchange Programme and I had been looking forward to seeing how it would turn out. For the 5th- and 6th-grade students, Mr. and Mrs. Ramaswamy came to visit. After hearing various things said, I realized that people in India have serious economic problems. We thoughtlessly buy many things, and when we come to think that they are a little strange, soon throw them away. I thought that we should think of children in other countries and use the things we buy fully. The things we can contribute to others we should make great effort to contribute. We have to think of people in other countries. I want to help by collecting pre-stamped postcards and old stamps as part of the efforts organized by the students' committee.

Today in the Unesco Exchange Programme we talked with the Ramaswamys who came from India, and we learned many things. We heard about children who cannot go to school and must work to earn a living, people who live in houses that are the size of only two or three tatami mats, and people who earn their living by stealing other people's things. I felt so sorry for those people.

Afterwards, I heard about the *Sekai Terakoya Undo*, and thought that I wanted to cooperate as much as possible. I also realized that we are much happier than people living in India.

When I heard the Ramaswamys talk, I first learned that there were children of our own age who are working and cannot read and write, and who have trouble having enough food during the day. I was especially shocked that some of the children were pickpockets or sold drugs to earn money. I really thought that we were very happy children. The postcard from the *Sekai Terakoya Undo* being organized by the International Center. I learned for the first time time that if I make a mistake on a postcard, I can receive a 36-yen stamp. If we participate in this movement in school, I will also cooperate.

The following is a portion of the survey taken after the exchange programme:

1. You listened to the speeches of the visitors from abroad and you had lunch with them. How did you feel about this exchange programme?

Interesting	8
Ordinary	5
Not interesting	0

2. What did you think of the foreign visitors?

Surprising	5
Scary	0
Disgusting	0
I don't want to talk to them	0
They seem interesting	7
I want to talk to them	5
I want to become friends with them	7
They seem nice/gentle	7
Nothing in particular	0
I don't want to meet them	0
I want to meet them again	7

Nishi Bunka Center Programme

Overseas Participants Visit a Japanese Classroom
They Evaluate the Encouraging Method of Teaching Highly

On the fourth day of the Nagoya Workshop, regional exchange programmes were held at a total of ten different locations. A small number of the overseas participants visited a literacy classroom at the Nishi Bunka Center in Nagoya's Nishi District, where those born into the discriminated Buraku caste are studying to read and write.

Those who visited the classroom were involved in literacy for poor and minority peoples in their own countries and had said that they definitely wanted to observe the real situation of literacy education in Japan.

The classroom was started three and a half years ago by former elementary school principal Goro Hashimoto (65). The visitors watched attentively for nearly two hours as Mr. Hashimoto carefully taught the students such things as the proper stroke order for the Japanese characters.

The visitors were surprised to learn from the explanation of the Center that due to discrimination against Buraku people and others, many people in Japan are not able to go to school and lose the opportunity to learn. They seem to have been deeply impressed after the programme.

"Mr. Hashimoto praises the students very much. His style of teaching in which he encourages the students by bringing out their strong points is fantastic. We'd like to try hiring him in our country," said Mr. Al-Kabir.

"The instruction is carefully geared for each individual student. There is a strong feeling of trust between the teacher and students. They are bound by a strong sense of intimacy. Observing this was extremely helpful," said Prof. Hoat, echoing the feelings of others in the group.

Literacy classes for discriminated Buraku people can be found in 30 prefectures in Japan — counting only those classes organized by the Buraku Liberation League. These classes have a history of more than 30 years, and teach more than just reading and writing. They also help people in raising their children, developing skills, and in other areas which will help them improve the quality of their lives.

As Mr. Al-Kabir said, how to motivate students and how to teach students in a way that mutual learning between teacher and student takes place is know-how that is desperately needed in literacy activities in developing countries. The Buraku Liberation League as well is determined to embark more earnestly on efforts to promote different groups in Japanese society "living together" as a result of the tie-up with the Unesco Co-Action Learning Centre Programme. One of the series of results from the Workshop is that it looks like this type of exchange will deepen still further. (*Yomiuri Shimbun*, 24 Sept., 1993)

X. Meeting for Literacy Specialists

With Prof. Chiba as Chair, discussion concerning the agenda for the Meeting for Literacy Specialists was opened. A call was reiterated for an English newsletter reporting on project activities. Mr. Ramaswamy then emphasized that there should be discussion of the teaching methodologies used in projects, and philosophies shaping projects, and not merely an enumeration of activities.

To make the discussion a bit more focused, the following agenda was then set:

1. The future of NFUAJ's Programme
2. 1995 Conference plans — Mr. Gillette
3. Literacy Symposium presentation plans

The floor was then opened for comments that would continue the discussion on NFUAJ policy. The following points were made or questions raised concerning the issues below:

A. <u>On whether literacy issues are best addresed at a global, national or regional level, and at what level NFUAJ should act:</u>
   1. There should be an emphasis on global nature of problems such as women's issues, which cross national boundaries.
   2. There should, however, be an emphasis at the same time on necessity of mobilizing national resources first — before depending on foreign aid. Why not do something in one's own country like the postcard campaign that Nagoya does? This and NFUAJ to cover some extra mileage makes a good plan.
   3. There is an urgent need to put ideas concerning continuing education into the minds of policy-makers. In this way, NFUAJ's help will be more effective; otherwise one's programme may come and go. Learning centres should become part of a national policy.
   4. Projects need to fit in with what is going on at the national level. They need a pinboard so that there is a minimum of duplication of other projects and stepping on other's toes.
   5. What is important is not only the mobilization of national resources behind the project, but also the mobilization of local resources.
   6. Sometimes groups may be uncomfortable about fitting in with national policy. "Some of our work is not highly regarded in terms of national policy."
   7. NFUAJ should be more active in obtaining global resources — 80% of Japanese money to Bangladesh goes to CARE. NFUAJ could challenge the national government in Japan to administer assistance through NFUAJ.
   8. It's time for NFUAJ to start thinking about influencing the government and other big donors.

9. The only global vision we have here is that citizens of Nagoya came here and we went to schools in this area. We all have a desire to be part of this movement, whatever it exactly is.

B. On the idea of learning centres:
   1. The Literacy Caravan is not a learning centre — does this eliminate it from being part of the programme?
   2. The concept of learning centres is not rigid — learning centres are a rich concept.
   3. Learning centres must address all categories of people, including adults and pre-primary.

C. On the possible role of WFUCA/role of UNESCO Clubs:
   1. It is not fair to force UNESCO Clubs to become literacy NGOs — they also engage in other activities!
   2. There is a need for a watch tower to watch our "family." This is a proposal that all projects could become UNESCO Clubs, and that watch tower could be WFUCA.
   3. (Response:) WFUCA cannot concentrate only on learning centres and may not have much field experience.
   4. Projects don't necessarily need to become UNESCO Clubs, but connection with UNESCO should be clear.

D. On whether NFUAJ's Unesco Co-Action Learning Centre Programme is an Asian or a global programme:
   1. Is the learning centre programme an Asian programme or a world programme?
   2. NFUAJ started in Asia and seems like it wants to expand globally from now on.
   3. NFUAJ should perhaps try to take the lead in the area of learning centres, and another federation can take the lead in other areas.

E. On learning centre manuals and proposed newsletter:
   1. A manual would appear rigid; the best "manual" would be 50 issues of a newsletter describing individual project cases.
   2. Manuals or guidelines may generate unfavorable responses in some learning centres, but, if that is the case, people from that country should participate.
   3. A newsletter would be valuable as a marketplace for ideas. For example, it would be useful to have information concerning how to start NGOs in socialist countries like China and Vietnam.

F. Suggestions for project content:
   1. The three most important focuses for literacy education in the coming years should be literacy for women, neo-literates' education, and continuing education.
   2. Newsletters for neo-literates are very effective.

G. On the division of labor between UNESCO, NFUAJ, and project leaders:
   1. Who is to do what is to be done should be articulated between UNESCO, NFUAJ, and project leaders.
   2. UNESCO in Bangkok should cooperate with China and Vietnam.

H. On the modality of NFUAJ assistance:
   1. Can NFUAJ cooperate more in the area of materials?
   2. Literacy tends to be high in economically weak countries. Thus, NFUAJ should also help with income-generation activities.

Following this fruitful discussion, Prof. Chiba summarized and commented.

NFUAJ, he clarified, does not pursue only literacy activities, but engages in activities which cover all areas of UNESCO priorities. This is just one program. Nonetheless, one must remember that literacy and basic education are currently the first priority of UNESCO. At the same time, NFUAJ has no intention to compete with other organizations in influencing governments; its priority is cooperation with grass-roots

groups. A learning centre, he also said, is not meant to be rigid. Thus, a "Unesco Co-Action Programme for the Learning Society" would perhaps be better. If the form is a caravan in Africa, that's fine, he said. Prof. Chiba also agreed with the assessment made by one of the participants that NFUAJ works within WFUCA, and that it seems time to expand resources outside of Asia. Prof. Chiba also agreed with the benefits of mapping NFUAJ's projects and sharing this map with other agencies in order to avoid duplication. However, he stressed that particularly the large organizations should be doing this as a matter of course. Prof. Chiba also agreed with Mr. Gillette's suggestion that the word *terakoya* should be explained to people, and that perhaps the programme would indeed be better off using the word *terakoya* in its official title.

Under the direction of the Chair, participants then moved on to the second item of the agenda. Mr. Gillette presented the joint proposal for a 1995 Conference of Literacy NGOs to be held in Tokyo.

He began his presentation by citing the small budget and zero budget growth of the UNESCO headquarters. Thus arose his philosophy regarding UNESCO's activities: if one cannot provide bread, provide yeast. This is the same philosophy, he said, which would shape the proposed Conference of Literacy NGOs. By gathering NGOs into a network through this Conference, opportunities for synergy would be created, and duplication of efforts could more easily be avoided. In other words, the sponsoring organizations would act as "honeybees making sure flowers know one another."

Mr. Gillette then discussed the tentative schedule for this Conference. On the first day, discussion would be held in the plenary concerning a working document. On the second and third days, the participating organizations would hold parallel discussions among organizations of the same type. Thus, there would be three groups: youth NGOs, literacy NGOs, and the grass-roots NGOs under the Unesco Co-Action Learning Centre Programme. The fourth day would consider development by the year 2000, and the fifth day would focus on committing to a strategy for the next five years of the Literacy Decade.

Mr. Gillette then invited comments about this proposal. One participant said that there are many possible pitfalls in holding such a Conference, and that the idea of the Conference needed to be looked at more rigorously. Mr. Gillette agreed, but cited the two years of lead time that were available for planning such a conference. One of the delegates then asked if representatives of governments would be welcome. This question was well received but it was believed that it might be difficult to invite governmental representatives otherwise than as observers since the event was to be non-governmental in character.

Item three on the agenda, the Literacy Symposium on the 8th of September, was then discussed briefly. Participants from Asia, Africa, and Central America were asked to make presentations, and one woman participant agreed to speak on women's literacy.

Mr. Soichi Iijima, Chair of the Nagoya Executive Committe for the Unesco Co-Action Learning Centre Programme, then offered his final thoughts on the history and the concept of *terakoya*. He described *terakoyas* as places for "learning to be" rather than "learning to have," and as a spontaneous movement among the people. His description of the *terakoya* movement nicely reflected the discussion on "learning societies" that had occurred earlier in the Workshop.

As the final event before the Meeting for Literacy Specialists was closed, copies of letters to the two literacy conferences being held simultaneously in New Delhi were distributed for participants' perusal. The Meeting for Literacy Specialists was then closed by the Chair.

XI. Homestay Programme

A homestay programme was organized for the workshop participants after the workshop sessions were completed in Nagoya. It was designed to facilitate direct exchange of experiences between the project leaders in developing countries and Japanese supporters of the Unesco Co-Action Learning Centre Programme.

The homestay programme lasted from 4-7 September, and the participants stayed in cities all over Japan.

It was reported that the homestay programme was quite successful in allowing both the workshop participants and the Japanese hosts to become better acquainted and come to further understand one another — an essential step for greater cooperation in the future.

The following is a list of the host organizations and their guests:

Sokagakkai Chubu Youth Peace Conference
- Mr. M.A. Matin, National Association of UNESCO Clubs in Bangladesh (Bangladesh)
- Mr. Devraj Koirala, Nepal Women's Association (Nepal)

Nagoya International Center
- Mr. Ahmed Al-Kabir, Shimantik (Bangladesh)
- Mr. Dang Vu Hoat, NOCEAD (Vietnam)

Ogaki UNESCO Association
- Mr. Abdul Matin, SOJAG (Bangladesh)

National Federation of UNESCO Associations in Japan
- Mr. Zhao Wenqing, Ms. Li He, Activity Center for Rural Adult Education of Jilin Province (China)

Asahi-Seimei UNESCO Club
- Fr. Lawrence D'Souza, Indian National Federation of UNESCO Clubs and Associations (India)

Takei Shoji, Inc.
- Mr. Jugnu Ramaswamy, Mrs. Shabnam Ramaswamy, Street Survivors India (India)

Koshigaya North Rotary Club
- Mr. B.K. Barlaya, UNESCO Club, Naganur (India)

Odawara UNESCO Association
- Ven. Bouakham Saribout, Wat Khoualouang Prahama Bouakam (Laos)

Soroptimist International of Toyohashi
- Mr. N.P. Rimal, Swatantra Shikhya Sadan (Nepal)

Kamakura UNESCO Association
- Mr. Inayatullah, Pakistan Association for Continuing Adult Education (Pakistan)

Suginami UNESCO Association

• Dr. Cecilio H. Penson, NGM Foundation (the Philippines)

Lake Kawaguchi UNESCO Association
- Mr. M.B. Rathnayaka, Sri Lanka Prison Inmates' UNESCO Club (Sri Lanka)
- Mr. Edgar Orozco, Education Committee of the Costa Rican Commission of Cooperation with UNESCO (Costa Rica)

Yamaguchi Prefecture Association of UNESCO
- Mrs. Amara Peeris, Sarvodaya Women's Movement (Sri Lanka)

Kashiwa UNESCO Association
- Mr. Dao Viet Trung, Vietnam National Commission for UNESCO (Vietnam)

Each of the home-stay programmes was different and took place in a different part of the country. The following excerpts from an article written by Masako Tsuji for NFUAJ's monthly magazine describe one home-stay — Mr. Barlaya's with the Koshigaya North Rotary Club.

Workshop for the Promotion and Development of the Unesco Co-Action Learning Centre Programme – Home-stay Programme
Grassroots Exchange at the Koshigaya North Rotary Club

One of the literacy leaders, B.K. Barlaya, has been working as the Secretary General of the Naganur Unesco Club to organize literacy education in order to improve the livelihood of poor people in farming villages in India. Mr. Barlaya was invited to stay at the home of Yukio Ishikawa, the President of the Koshigaya North Rotary Club, and spent four days together with such people as Shozo Yamaguchi, the Chair of the World Social Welfare Committee.

For Mr. Barlaya, for whom this was his first trip overseas, it must have been wonderful to have the chance to experience Japanese culture. For example, he enjoyed participating in a tea ceremony and koto performance conducted by students of the Central Junior High School Tea Ceremony Club, observing Noh Drama, and visiting a Japanese garden.

Mr. Barlaya also heard an explanation from the Koshigaya North Rotary Club, which has been participating over a long period of time in the "Misused Pre-Stamped Postcard Campaign." He also visited the headquarters for the campaign. Upon seeing a stack of postcards collected from the people of Koshigaya, Mr. Barlaya remarked that he realized that the people in Japan might be working as hard or even harder than the people in India in their activities on behalf of literacy.

Members were shocked by the spiciness of the Indian food at the restaurant they visited together. They were also shocked by the sweetness of the Indian candy Mr. Barlaya had brought from his local area. Upon knowing that some live by eating simple meals only two times a day, members recognized once again the richness of life in Japan. Members of the Koshigaya North Rotary Club asked Mr. Barlaya, "Is there anything we can give you as a gift in honor of your visit or as proof of our friendship?" Mr. Barlaya replied, "I did not come here for aid. India is a poor developing country, but not only financial assistance is necessary. More than that, we want you to have interest in our activities. We want you to come to India." Members could feel his pride in his activities, and were made to rethink what could best be done to help.

There were also many heart-warming scenes during the four days of the home-stay such as Mr. Barlaya and the Ishikawa family enjoying eating the curry specially prepared for Mr. Barlaya. At the energetic barbeque party in which 20 people took part, everyone played games together and introduced the songs of Japan and India to one another. Just as Mr. Barlaya was in the midst of his singing, the legs of the bench suddenly gave way and two men fell over onto the ground — causing everyone to burst into laughter.

Mr. Barlaya and Mr. Ishikawa hit it off really well. They deepened their firendship by looking through albums and talking with each other using gestures where necessary. Mr. Barlaya left Koshigaya with the words: "Next time, see you in Naganur."

XII. Literacy Symposium

The Literacy Symposium took place on 8 September, 1993, International Literacy Day, at United Nations University, Tokyo. The following was the schedule:

Morning Session

10:00-10:15 Opening Ceremony, Welcome
Mr. Ohtori Kurino, *Chair of the Board of Directors*, National Federation of Unesco Associations in Japan (NFUAJ)

10:15-12:00 Panel Discussion: "The Current Situation and Current Issues in International Educational Cooperation"
Moderator: Mr. Masato Tanaka, *Yomiuri Shimbun* Editorial Board
Panelists: Ms. Tamaki Obana, *Former Secretary General*, NFUAJ
Mr. Shigeru Aoyagi, Asia/Pacific Cultural Centre for UNESCO
Mr. Shigeyuki Kumisaka, Buraku Liberation League
Mr. Toyokazu Nakata, Shapla Neer Citizens' Committee in Japan for Overseas Support
Mr. Yoshio Ohsumi, Nagoya International Center

Afternoon Session

13:00-13:30 Speech: "The Rehabilitation of Education in Cambodia"
Speaker: Dr. Supote Prasertsri

13:30-13:40 International Literacy Prize (Noma Prize) Acceptance Speech:
Fr. Lawrence D'Souza, Indian National Federation of UNESCO Clubs and Associations (India)

13:40-13:55 Introduction of literacy project leaders from overseas

14:00-15:55 Symposium: "A Proposal for International Cooperation in the Field of Literacy"
Moderator: Prof. Akihiro Chiba, International Christian University
Panelists: Ms. Amara Peeris, Sarvodaya Women's Movement (Sri Lanka)
Mr. Edgar Orozco, Educational Committee of the Costa Rican Commission of Cooperation with UNESCO (Costa Rica)
Mr. J.M. de Bosch Kemper, Bureau Regional d'Education pour l'Afrique (BREDA)
Mr. Ahmed Al-Kabir, Shimantik (Bangladesh)

15:55-16:00 Closing Ceremony, Farewell
Mr. Arthur Gillette, UNESCO Headquarters

Morning Session

Opening Ceremony, Welcome

The International Literacy Day Symposium began with Mr. Ohtori Kurino, Chair of the Board of Directors of NFUAJ welcoming participants. He stated that all the panelists and literacy specialists from abroad were approaching the issue of literacy from a non-governmental perspective, and emphasized that it is the enthusiastic participation of the non-governmental sector in society that makes a country truly democratic. He closed his speech by appealing to all who were present to make efforts to understand literacy issues at a deeper level.

Panel Discussion: "The Current Situation and Current Issues in International Educational Cooperation"

In his introduction, Mr. Tanaka, the moderator of the discussion, stressed that literacy is a basic human right. He said that children's level of literacy is largely determined by "where the stork chooses to drop off the baby." In other words, people are illiterate not because of a lack of ability, but because of the social and economic circumstances in which they find themselves.

Following this introduction, each of the panelists were asked to speak for five minutes about their organization's activities. Ms. Tamaki Obana, former Secretary General of NFUAJ and now a member of the Board of Directors, spoke first. She said that UNESCO's emphasis is on education, science, and culture, but that fundamentally, UNESCO is concerned with human rights. Of its major emphases, UNESCO has come to put the greatest amount of effort into the area of education. The designation of 1990 as International Literacy Year is a good example of this.

Nonetheless, she maintained, UNESCO Co-Action projects did not tend to be ones through which donors and recipients could necessarily develop meaningful relationships. Thus, NFUAJ set as its goal, the establishment of a co-action programme in which communication and mutual understanding between donors and recipients would be given priority. This was the beginning of the UNESCO Co-Action Learning Centre Programme. In fact, she said, it is written in the UNESCO Charter that peace will not come as a result of the promises of governments, but as a result of the intellectual and spiritual links between people.

Ms. Obana listed four areas in which the Unesco Co-Action Learning Centre Programme had been successful:

1. Through the gathering of contributions in schools, the programme became widely known throughout all regions of Japan.
2. Cooperative relationships were formed between NGOs working within Japan.
3. Creative ideas for gathering contributions such as the "Unused Pre-stamped Postcard Campaign" were born.
4. Japanese people came to understand literacy issues both inside and outside Japan.

The second panelist of the morning was Mr. Shigeru Aoyagi of the Asia/Pacific Cultural Centre for UNESCO, which was established in 1971. At first, the organization produced books to be read by students in a large number of Asian countries, as they were translated into different languages. 1981, in attempting to distribute the books on an even larger scale to people living in rural areas, ACCU found that many of these people were illiterate. Thus was born ACCU's programme for the production of literacy materials.

The response of countries to the ACCU materials is quite positive. This is because ACCU produces the materials together with people from each country. The production of the materials entails visits by ACCU staff members to villages in each country to investigate the needs of those particular people, followed by the making of prototype materials in English. These prototype materials are then adapted by the people of each country, and thus appropriate national versions of the materials are completed. Furthermore, ACCU not only produces literacy materials, but trains people in how to use the materials effectively, Mr. Aoyagi said.

Following Mr. Aoyagi's talk, Mr. Shigeyuki Kumisaka of the Buraku Liberation League spoke. The Buraku Liberation League was established in 1922, and set up its first literacy center in 1961 in Fukuoka Prefecture. At present, there are 600 literacy classes run by the organization, and they take place in all areas of Japan.The classes are now not only for the benefit of Buraku people, but also serve as places where Buraku people can have exchange with non-Japanese people living in Japan and where non-Japanese can study Japanese. From this point on, the organization plans to make the most of its experiences with literacy activities in Japan, and cooperate more with literacy activities in developing countries.

At this point, Mr. Tanaka added what he deemed a special characteristic of the illiteracy problem in Japan. This was that the vast majority of people are literate, and that only a very small number of people are illiterate — but that these illiterates in fact, face a great deal of discrimination.

The fourth panelist was Mr. Toyokazu Nakata, of Shapla Neer Citizen's Committee in Japan for Overseas Support. This organization was established in 1972, and has been engaged in literacy activities since 1982. The organization has a policy not to pursue its activities in the single direction between rich country and poor country, but rather to provide educational aid that will enable communities to become both literate and self-sustaining. A single class contains 20 students who study for two hours a day for six months. The teacher is chosen from amongst the students(??). There is also a three-month follow-up class in order to prevent the neo-literates from falling back into illiteracy. Shapla Neer's ultimate goal is, through such literacy activities, to encourage the formation of a consciousness of community and of the importance of human rights, and to improve people's lives.

The final panelist was Mr. Yoshio Osumi. He spoke about the "Unused Pre-stamped Postcard Campaign" which he played a vital role in organizing. This campaign was begun following a 1990 literacy conference held in Nagoya. To date, the campaign has raised nearly 8,000,000 yen. Thus far, seven literacy projects have been supported with this money, and support for four more will be provided in the coming cycle of the Unesco Co-Action Learning Centre Programme. This campaign is intended not merely to be an occasion for contributions of money, but an opportunity for donors and recipients to participate cooperatively in working for the improvement of literacy.

Following this, panelists discussed what kind of international contribution Japan could make in the area of literacy. Important points made include the following:

1. It is important for donors to have a concrete idea of the content of the project. For example, in the case of Shapla Neer, they ask for contributions of 60,000 yen to start one six-month literacy class for 20 students. This idea is well-received because donors can see the concreteness of their contribution.
2. It is important for "know-how" to be communicated to literacy NGOs outside of Japan. For example, the Buraku Liberation League can communicate to literacy leaders from abroad, the wealth of knowledge and experience they have accumulated in the 30 years they have been dealing with literacy issues.
3. To motivate the beneficiaries of literacy projects, one should ensure that the project content and materials meet their real needs.

4. One should communicate the actual project conditions to donors in order to motivate the donors. For example, contributors to the "Unused Pre-stamped Postcard Campaign" have recently had exchange with literacy leaders, and the Nagoya International Center also makes efforts to report to donors on the actual conditions of projects.
5. It was noted that during the Workshop in Nagoya, many of the overseas participants themselves mentioned the importance of sustainability as one essential component of a framework for international cooperation. Ms. Obana agreed strongly and mentioned NFUAJ's policy of aiming to support groups for three to five years, after which they should become self-sustaining.
6. A strong point was made that the best type of aid Japanese NGOs can contribute to developing countries is learning to use their resources in the most effective way possible. In other words, they should make themselves aware of what other groups are doing and not duplicate such efforts needlessly. The money saved can be used for other, more beneficial, purposes. Thus, cooperation between NGOs should become a high priority.

Afternoon Session

Speech: "The Rehabilitation of Education in Cambodia"

In this speech, Dr. Supote Prasertsri gave both a statistical and descriptive explanation of the educational situation in Cambodia and prospects for the rehabilitation of education there.

Dr. Supote began with basic facts concerning Cambodia: its relatively small area of 181,000 square kilometers and its population of 9 million, most of whom live near the Mekong River or Tonle Sap Lake. Before the 23-year war, he added, Cambodia was a country full of forests.

Damage from the war was extremely severe in the areas of human and educational resources, and physical infrastructure, Dr. Supote said. It was estimated, for example, that 80% of teachers at all levels perished in the war. A majority of school buildings and temples which had served as places of education were destroyed as well. These were destroyed because they had offered sanctuary to people during the war and, secondly, from the mid-point of the war onwards, because they were "enemies" of the state ideology. During the peak of the war (1971-78), all formal schools and temples were closed, he said.

Additionally, Cambodia has suffered great demographic changes as a result of the war. Fifty percent of the population is now below 15 years of age, and less than four percent is above the age of 60. Moreover, one in every two hundred persons has been disabled in some serious way, making Cambodia the country with the largest percentage of war disabled.

Beginning in 1979, Dr. Supote said, the new socialist government started to put the present education system into place as a means of filling the obvious educational vacuum created by the war. "Universal primary education" was sought, and by the end of two governmental literacy campaigns, the literacy rate had reached 70% in 1987. Although Cambodia had an 82% primary school enrollment rate as of 1990, this rate came at the expense of quality, Dr. Supote emphasized. He particularly mentioned the following points:

1. the low quality of new teachers (the majority of whom now have only three years more education than their primary school students)

2. the shortage of learning materials
3. the shortage of classrooms
4. the lack of security for education

In connection with this low quality, Dr. Supote spoke of the peace process that was nonetheless crucial to the future of Cambodia. The process was initiated in 1987 and a peace accord reached in Paris in 1991. However, politicians were so busy campaigning and planning their futures, said Dr. Supote, that they largely ignored the education system and its problems. Moreover, the introduction of a market economy in 1987 brought about a new crisis in education. The extremely high inflation rate caused great hardship for teachers in particular, whose salaries did not increase correspondingly.

Nonetheless, Dr. Supote said, now marks the second stage of a serious movement to rebuild the educational system in Cambodia. Human rights have been restored, as well as freedom of speech and association. New government policy also stresses human resource development at all levels. Given this new situation, Dr. Supote outlined improvements that could be sought at each level of the Cambodian education system.

Dr. Supote first spoke about primary education, to which less than 10% of the quickly-growing young population have access. Dr. Supote stressed that pre-school education must be upgraded, particularly in the rural areas. In addition, parents, he said, must be assisted in family-planning and in the education of their children.

The primary level, said Dr. Supote, is most important because 1.3 million children attend the five-year primary schools. A very sad statistic currently, he said, is that only 50% of those who enter these primary schools eventually complete them, as the older children are often asked to help with the earning of the family's livelihood.

To improve primary education, Dr. Supote stressed the need for special attention to remote and minority areas, which have low enrollment rates. He also stressed the need for an innovative system to deal with the high drop-out rate — perhaps a school lunch program, boarding schools for students from remote areas, or an improved non-formal education system. He also suggested that more attention be directed to improving the quality of teachers, to improving educational materials, to increasing the number of classrooms (many of which currently operate on four-hour double shifts), and to raising teacher morale.

Secondary education, said Dr. Supote, has similar problems.

Thirty percent of the adult population is also illiterate, said Dr. Supote. Thus, a literacy campaign for adults should also be conducted. The 2,500 temples in the country which had previously been involved with literacy education should be organized to do again what they had done before, he said.

As a positive sign in this area, Dr. Supote mentioned a project which trained 300 literate soldiers from among the large military force as literacy teachers. The soldiers do not want to go back now to being soldiers, he said.

As for higher education, there is a great shortage of professors and texts in Khmer. Dr. Supote said he wished for professors of various nationalities to come to Cambodia to teach, and for Cambodians to be trained abroad.

To realize the new educational plan, said Dr. Supote, much aid from abroad will be needed. Dr. Supote emphasized that the local people within Cambodia could contribute much to the revival of education in areas such as school construction in which they had been involved previously. However, in certain areas calling for expertise, help from the Cambodian government would be necessary, he said.

Dr. Supote's speech was followed by a question and answer session, in which the following points were made or questions raised concerning the issues below.

A. <u>On Education for Women and Mothers:</u>
   1. Do you have a programme for women and children?
   2. Women are the majority of the population since the war. There is a strong women's movement, although there is only one woman in the new parliament. Programmes for women are being fun by UNICEF. At UNESCO, we are running programmes to revitalize traditional crafts involiving only women. Women also make up more than half of the participants in our literacy classes.
   3. Given the high infant mortality rate, there is a great need for education for mothers.
   4. Education for mothers and newlyweds is very important. However, there are still limited reources for this, as the government spends most of its money on formal eudcaiton. Maybe the establishment of the Ministry of Youth, Sports and Women will help, even though both Ministers are men.

B. <u>On education for street children:</u>
   1. Are NGOs or the government doing work for the many orphans and street children?
   2. I recently visited Battambang and had a chance to talk to about 20 such children. They said that there are some NGOs doing that kind of work, but that the atmosphere of the institutions is not good and that children run away from such insitutions. Maybe the traditional way of using Buddhist temples and local communities for taking care of street children is better than the "professional" way.

International Literacy Prize (Noma Prize) Acceptance Speech

The International Literacy Prize (Noma Prize) Acceptance Speech was given by Father Lawrence D'Souza of the Indian National Federation of UNESCO Clubs and Associations. Nearly simultaneously, Father D'Souza's representative made a speech and accepted the actual prize at the second meeting of the International Consultative Forum of Education for All in New Delhi, India. Paricipants and visitors to the Symposium were lucky enough, however, actually to hear Father D'Souza speak himself.

The following is the text of Father D'Souza's speech:

My dear friends, as I returned from the convention of UNESCO Clubs that was held in Bangalore, India, during the month of May, I got the message that the name of the Indian National Federation of UNESCO Clubs started by me had been proposed for the international literacy award. As I heard this news, my first reaction was rather negative. I said to myself, it is not necessary to get the reward. But if by getting this reward, members of our UNESCO club are inspired to work more and try to eradicate illiteracy, then the award is welcome. We can also feel that the internatonal community recognises the good work done by our Indian Federation.

As I stand before you, an international conference on literacy is taking place in New Delhi. And the Secretary General of our Federation has gone to Delhi to receive the award. The reasons are given why the prize is awarded to our Federation:

First, our Federation is working among the most backward people.

Second, we have adopted village schools to see that all children go to school and then raise the standard of education in the village schools.

Third, we are trying to preserve the culture of these tribals.

For the first time when I visted Tokyo in 1982, I was put up in a hotel. When I asked the receptionist whether UNESCO friends had arrived, he asked whether UNESCO is the name of a hotel. In 1971, I myself did not know much about UNESCO. I had written a letter to UNESCO complaining that I was not able to teach, could not make my class interesting, I had no teaching aids. I was like a frog in the well. I had seen my village and no other place. One of the UNESCO oficers wrote to me saying that they were not able to help me. But the next year, I started my UNESCO club, and because of this, most of my problems inside the class room were solved.

India is a land of villages. To develop India, we must educate the people in villages. We must go to the villages and conscientize the villages. At the same time, the students brought up in the town should be aware of their brothers and sisters living in remote villages. Now we have 22 adopted village schools. Last month, we adopted 18 ashram schools. Ashram schools are governmental residential schools for the tribals. So now we have 40 adopted schools.

The founders of UNESCO must have opened the bible and must have read the words of St James: "Why do wars start among you?" And that sentence has become the preamble of the constitution of UNESCO. "Since wars start in the minds of the people, it is in the minds of the people that the defences of peace should be erected." Through education, science and culture, the international understanding has to be created.

The words of the UNESCO Anthem composed by our Federation are always before our minds. Our Federation has an emblem. You see an Indian lamp burning and giving light. Through our own way, our people should be educated. Dissemination of information is very essential. Our monthly newspaper is aptly called *Diganta Wyapti*, that means, "Spread out throughout the world." UNESCO has to form the conscience of the countries. The "conscience of humanity" is the other word for UNESCO. And *The Conscience of Humanity* is the name of our quarterly newspaper. We have an excellent motto for our Federation. *Thyagasheela Vishva Bandavya*. That means "Through dedication, through sacrifice, we build up the whole world into one family."

I am very happy today that my work is recognised by the international community. And today my friends and co-workers rejoice with me.

In 1953 when Tensing and Hilary conquered Mount Everest, many people congratulated them. But Tensing said, "We did not do it ourselves. There are a lot of people working behind the screen." As our Federation gets the award, I remember the various people who have supported us. The UNESCO club members, the clubs in various countries. We started the first club in 1972 without having a trained director. But Mrs Anne Willings Grinda of UNESCO Clubs Programme in Paris showed love towards us like a mother, appreciated our work, guided our steps, showed us the way to go forward. Mrs Genevieve Fiore, the Foundress of the third UNESCO club in the world has been constantly encouragng us. UNESCO Centrum Netherlands and UNESCO Association, Italy, have been with us all these years. The children of Dunkeld Garden Belfast have shown great interest in our work. And the support and encouragement we receive from the National Federation of Unesco Associations in Japan is tremendous. More than six times their delegates have visited our project. I had the occasion to visit many UNESCO clubs and many schools in this beautiful country. More than 150 institutions in Japan have supported our projects.

A special mention must be made of Asahi Seimei UNESCO Club. This club is just ten years old. And the members of this club are filled with zeal and enthusiasm. I am happy that they got the best club award last year. Mrs Akiko Kima and her companions work like Mother Theresa. There is dedication, there is love towards the others. They say no to themselves and live for others. There are many others who do this work in a hidden way

without giving any publicity. I admire the office-bearers of the National Federation of Unesco Associations in Japan and their staff. They do not consider the work as burden, but they work out of love. Once a lame boy was carrying a small boy on this shoulders and was trying to move forward. "Is it not a big burden for you to carry?" asked a stranger. The lame boy was surprised. "This is not a burden. This is my brother," said the lame boy. When we consider others as our brothers and sisters, when we do the work out of love, every burden becomes light.

If we have received the International Literacy Award, credit goes to all those who have supported and encouraged us.

It is my wish to reach every person who did not get the benefit of attending a school. And I wish that others to come forward and do this work. Once the newly-elected mayor of Paris asked the corporators, "How much time does it take to sweep Paris clean?" One of the corporators said, "Fifteen minutes, provided each family, each house, keeps the surrounding clean. If all the UNESCO clubs in the world and other agencies come forward and work hard to eradicate illiteracy in each region, then all will be educated in no time.

I had great desire to be close to the United Nations University. I visited the rented building in 1982. I saw the building under construction in 1989. And today I am privileged to be here in this sacred temple and to be involved in today's activities.

On behalf of our Federation, I thank UNESCO for giving this award, and I will surely work and die for the ideals of UNESCO.

Introduction of Literacy Project Leaders from Overseas

Following the International Literacy Prize (Noma Prize) Acceptance Speech, the literacy leaders and UNESCO staff from outside Japan were introduced individually to the audience.

Symposium: "A Proposal for International Cooperation in the Field of Literacy"

Prof. Chiba initially mentioned the strong wish of NFUAJ to bring the issue of literacy to a wider Japanese audience that had led to the holding of this symposium at United Nations University. He then described the cooperative objectives of the Unesco Co-Action Learning Centre Programme--particularly how the Programme is not aid from the rich to the poor, but an effort aimed at the eventual self-sustainability and independence of grass-roots non-governmental organizations in developing countries. He also mentioned the particular attention the Unesco Co-Action Learning Centre Programme gives to NGO projects for minority groups, women, people of lower castes and people in isolated rural areas.

Prof. Chiba next described the history of the Edo-era "*terakoya* movement" in Japan. This movement was a grass-roots educational movement which stimulated the desire for learning among the common people, and hence is an appropriate model for the Unesco Co-Action Learning Centre Programme.

Prof. Chiba closed his brief introduction with a description of the various conferences NFUAJ has held in order to promote and develop the Unesco Co-Action Learning Centre Programme. In this discussion, he particularly mentioned the benefits of this year's workshop in Japan because it afforded Japanese people with an opportunity to hear

directly from literacy leaders of NGOs abroad about the literacy situation in their respective countries as well as affording overseas guests with an opportunity to hear about the "Unused Pre-stamped Postcard Campaign" and other Japanese grass-roots fund-rasing efforts. Prof. Chiba lastly emphasized the appropriateness of holding the 1995 International Literacy Conference in Japan on the 50th anniversary of democracy in Japan.

Following this introduction, the panelists for the symposium--representing the Asian, African and Latin American regions, and women--were introduced. The panelists were as follows:

- Mr. Ahmed Al-Kabir, *Chief Patron*, Shimantik (Bangladesh)
- Mr. Jan de Bosch-Kemper, *Chief, Facilities and Projects Coordinator*, UNESCO Bureau Regional d'Education pour l'Afrique (BREDA)
- Mr. Edgar Orozco, *Coordinator, Education Committee*, Costa Rican Commission of Cooperation with UNESCO (Costa Rica)
- Ms. Amara Peeris, *General Secretary*, Sarvodaya Women's Movement (Sri Lanka)

Ms. Peeris began her speech by referring to the UNESCO Educational Report distributed in the Symposium. She pointed out the figures indicating that one in three females worldwide — compared with one in five males — are estimated to be illiterate. The literacy gap between men and women is closing, yes, but still remains high in certain areas, especially Southern Asia, the Arab states, and Sub-Saharan Africa. Ms. Peeris mentioned how happy she was to see that over one half of the audience at the Symposium was composed of women, which shows their interest in furthering the development of women.

Ms. Peeris had three proposals for international cooperation with regard to this. The first of these was enhanced research on women. She reiterated what other panelists had pointed out — that women have become the "hidden minority" in developing countries all over the world. It is noteworthy that UNESCO has focused on the development of women and the elimination of discrimination against women since its inception in 1945; through the Declaration of Human Rights, Article 26; and and the Declaration of International Women's Year. However, there is still an urgent need for more research on the overall picture — on the "image of the social world" of women, Ms. Peeris stressed. In many areas of sociological research, women are invisible, especially in the Asian and African regions. Therefore, the cultural, social, and historic traditions which are part of women's common heritage needs to be researched, documented, emphasized, and disseminated to strengthen women's involvement in all areas of life in these regions.

Secondly, it is necessary, she said, for literacy workers in all countries to correctly perceive their own country's interests as well as those of the region as a whole, for proper articulation of needs which is instrumental in removing the obstacles for cooperation. Ms. Peeris expressed her gratitude for assistance in this area given by NFUAJ and UNESCO Clubs in the Asian region, by their work to eradicate illiteracy by the year 2000. It is very necessary however, to establish gender sensitivity among adult educators, she said.

Finally, Ms. Peeris called attention to the fact that in this Workshop and Symposium, there was only one woman participant in the whole group of guests from outside of Japan, and she admitted to the difficulty of this at first, for her. Equal membership among men and women at <u>all</u> levels of developmental activities is essential, she stressed. We all need to realize the potential of women and make use of this in our developmental efforts, she said.

Those of us working in NGOs, Ms. Peeris pointed out, are especially in a position to reach deeper in the population of our countries — drop-outs, push-outs, non-school going children, women and female children, etc. In effectively touching all hidden minorities of the population, NGOs are very strong in their approach. Ms. Peeris called for more time and opportunities for discussion and emphasized the importance of a shared consiousness.

Mr. Edgar Orozco, the Coordinator of Educational Committee of Costa Rican Commission of Cooperation with UNESCO, spoke about the general activities of NGOs in Costa Rica. He started his speech by mentioning that Costa Rica has a high literacy rate and that the primary issue is not teaching adults basic education, but rather finding ways to teach them trades and crafts, and assisting them in finding jobs and starting their own businesses, so that they may become responsibile citizens.

Mr. Orozco said that as far as he knew, there was no central organization in Costa Rica coordinating cooperation among the several NGO- and government-sponsored programmes working along these lines. Unfortunately, there is a lot of duplication, and wasted time and money owing to this lack of coordination.

A particularity of such programs is that they are open to people of all economic and social levels. Another aspect is that most of these centres are not free and there is a wide range of fees among them. Furthermore, some centres teach only one trade or craft, while others cover a wide variety.

Costa Ricans are eager to learn, he said, so centres can be found not only in the capital, San Jose, but also in many areas away from the centre. One popular system for learning to start one's own business, he said, is by forming a cooperative; many people are taking advantage of this system in order to help themselves.

Mr. Orozco strongly emphasized the need of many of these groups and organizations to receive some sort of orientation so that they can operate more efficiently. Duplication must be eliminated. And this is where NFUAJ can help, he said. He suggested conducting a survey of all NGOs regardless of the activities in which they're engaged, and with the information collected, classify and evaluate all the work that is being done and thus determine where work can be improved and where much can be learned from current successes. Mr. Orozco concluded his speech by emphasizing again, that NFUAJ support and assistance in the orienting of Costa Rica's NGOs in how to operate more efficiently, would be greatly appreciated.

Prof. Chiba then introduced the next panelist, Mr. Jan de Bosch Kemper, Chief, Facilities and Projects Coordination, at UNESCO/BREDA in Africa.

Mr. de Bosch Kemper began by explaining that 8 September, International Literacy Day, is a chance for people to look beyond national frontiers to see the state we are in as a world community, particularly with regard to literacy.

As the representative of the Sub-Saharan African region, Mr. de Bosch Kemper thus felt it appropriate to begin with the present state of illiteracy in the region as well as what has been accomplished so far. Among peoples in the world, people in the Sub-Saharan African region were among the last to be given the possibility to gain access to public education systems, he said. Nonetheless, there was not a single country in the region which did not place education as the highest priority following independence. Not only at the government level, but in the private sector as well, actions were taken to extend

particularly elementary basic education to larger populations. The wish to acquire basic education among students and parents also was and continues to be impressive, he said. Because of the interest, large portions of national budgets were put towards the cause of education and literacy rates were raised from practically 0%, 30 years ago to the present levels. Considering the distance that had to be covered, the fast-growing population, which more than doubled in most countries since independence, the world economic situation which is not favorable to countries with agriculturally-based economies, and hardships from drought, the efforts and results are most impressive, he said. However, the job is not over and done with, he added.

On average, more than half of the population of Sub-Saharan Africa is still illiterate to date. Two thirds of women cannot read or write. With education losing its place as a top priority, more than half the job remains to be done. Past achievements must be consolidated with post-literacy work. New adjustments in content and method in the education systems are needed to make it more relevant to the economic and social development context which is rapidly changing. Countries also have a debt burden. Infrastructure needs extension, and teachers' salaries must be reduced. The problems seem almost insurmountable economically.

There may be some positive developments, however, Mr. de Bosch Kemper said. Perhaps money channeled to defense budgets in both developed and developing countries can be made available for education and training purposes, he said. Nonetheless, whatever governments may do, it is clear that the struggle against illiteracy will depend on the resources mobilized through non-governmental channels such as those opened by NFUAJ.

Mr. de Bosch Kemper concluded by mentioning the difference made by the NFUAJ projects in Africa and the moral support and solidarity accompanying these projects. He expressed his idea that the framework of WFUCA could further the person-to-person approach of the programme, his hope that the programme would become known to all in Africa, and that none of the possibilities of the programme would remain unused.

Professor Chiba summarized by noting the serious resource constraints in Africa mentioned by Mr. de Bosch Kemper and the great task ahead for Africa in realizing "'Literacy for All' by the Year 2000." Prof. Chiba expressed NFUAJ's pleasure at Mr. de Bosch Kemper's support for NFUAJ's people-to-people approach to develop solidarity with Africa. Prof. Chiba said that although Africa seems remote, cooperation, especially in the field of literacy, will increase in the future.

Professor Chiba next called on all participants with questions to ask the questions or make any comments.

In discussion between the panelists and participants, the following points were made or questions raised concerning the issues below:

A. <u>On the role of UNESCO in coordinating NGOs dealing with the literacy issue:</u>

1. To de Bosch-Kemper: From your perspective at UNESCO, what kind of advantage is there to coordination between NGOs? UNESCO is an intergovernmental organization. Although literacy is an urgent matter, it can be a politically and socially sensitive issue. Thus, although NGOs have the advantage of sometimes being more flexible than governments, are there delicate matters for UNESCO in coordination of NGOs?
2. de Bosch-Kemper: There are two UNESCOs. There is the Secretariat, which is an intergovernmental organization, and I'm part of that. There is also the World Federation of UNESCO Clubs and Associations. I call that the second leg of the same body. Education, science and culture are given

to the two legs. To advance, we have to use both legs. We have to use the Secretariat to further efforts through governments. And we have to use the non-governmental leg to further actions with the grass-roots. Is UNESCO the appropriate body to do this? My answer is: "Yes, when it uses both legs."

B. On Japanese efforts in the area of international cooperation:

1. In Nagoya, a question was posed by Mr. Osumi. He said that Japanese are busy, and thus we have to ask ourselves why they are participating a postcard campaign to support co-action learning centre projects? I think I know the answer now. In the homestay programme, I was assigned to the Suginami UNESCO Club. They kept me busy talking to small children and old people about UNESCO, again and again. And they are all here. Special credit should go to all of the five members who came here today after I explained the importance of this International Literacy Day Symposium. The reason they came is why this Unesco Co-Action Learning Centre Programme is so successful. The greatness of this programme is not the interest shown in speeches and the words, but the action taken by Japanese people.
2. The question seems to boil down to what Japan can do for countries that are still in bad shape. There are four ways:
   1) Literacy should begin to figure in Japan's total package of assistance
   2) The captains of industry should jointly set up a fund for literacy for the third world, even though this seems unrealistic
   3) More should be known about NFUAJ's activities throughout the world, so that these activities can be emulated
   4) The people of Japan are genuine in their assistance, and much more about their efforts should be widely known; the example of *terakoya* should also be disseminated widely--especially how this has helped Japan develop to where it is today

C. On the need for various types of cooperation across differences:

1. I belong to the World Education Fellowship--one of UNESCO's NGOs. Yesterday we were talking about development and population at a United Nations University seminar at Lake Yamanaka. I deeply felt that the cooperation among nations is important, but that the cooperation between men and women is more important. A Turkish man talked about his hope for ten children and all the women there were very angry. Then we talked, and the man agreed to be more considerate of women. In literacy, I think the need for cooperation between men and women is also important.
2. Ms. Peeris: I agree. We women have two situations in our lives--to manage the homefront and to get ourselves adapted to social and community life. It is very important to have an understanding between men and women. Without that, it is very difficult to adjust ourselves. We have to first develop our personality. Then, we should have a feeling towards ourselves. Thirdly, we should have self-esteem. Lastly, we should have personal identity. Men should help us in this, and we should also have more and more women's groups in the community.
3. I am perhaps the youngest person here. I am 17 and on summer vacation. I am a second year student in high school. There is a global children's conference. On the 20th of August, we held that conference here in this hall.

   In 1990 a children's global summit was held at the United Nations. In the declaration, it was said that the world would try to reduce children's mortality rates. Young mothers espcially, in their teens and twenties, got together to study the issue. Last year there was a study group held in Kyoto with participants from 60 countries. This year there was a Japan domestic conference held in this hall on the 20th of August. We feel very strongly that the partnership between adults and children is very important.

A lady emphasized the partnership between men and women going beyond differences--national differences, sexual differences, and generational differences. All these going beyond differences must be emphasized, and I should like to include the differences between adults and children as one we have to transcend. If you ask if we young people living in Japan are satisfied--not really. School control is very strict, and those of us who belong to the younger generation in Japan are not necessarily satisfied with the educational system. There are certian problems we are faced with. I hope that in this area we can work together with adults--young and old work together to exchange views, and I hope that older people will hear younger people's opinions more attentively.

D. <u>On what and should be done to address issues intertwined with literacy and with education:</u>

1. The need for literacy has been outlined and I have my deepest respects for the panelists. But I have one question in my mind. That is, whether such a programme as the Unesco Co-Action Learning Centre Programme is sufficient for achieving literacy for all by the year 2000. Literacy is also deeply intertwined with the issue of poverty. A mere increase in literacy will not guarantee relief from poverty. We need a campaign to change the order of the world or the literacy campaign will not make much headway.

   We are all aware of the North-South problem. The population of the North amounts to 20% of the world's population and that of the South to 80%. Nonetheless, the North accounts for 80% of industrial production and the South the remaining 20%. There is a very big imbalance. For the past 30 years, this imbalance has only increased.

   According to Mr. Freire, when the literacy rate improves, people in the South will come to know about the imbalance and try to stand up and change it. But there are things the concerned people in the North can do. There are many people in the North who are concerned about the North-South gap and the degradation of the global environment and have decided to change their affluent lives. In Japan, private income has not recovered to past levels. When you experience economic depression, as Japan has, consumption also declines. However, economically, such a theory cannot explain the decline in consumption in Japan now. For the past ten-odd months consumption has not recovered in Japan because there is nothing more that the Japanese people would like to purchase because they are so affluent. I believe we can mobilize these resources in coutries like Japan to benefit literacy in developing countries.

2. We debated this issue for a long time in Nagoya. We agree that the NFUAJ contribution to literacy for all by the year 2000 is probably a drop in a big ocean, but it is an initiative in the right direction. Resources in both developed and developing countries need to be mobilized for eradicating illiteracy. Just literacy will not lead us to our desired goal. Thus, we should have an integrated development approach. Literacy activites can also involve women development, family planning, maternal and child health, income generation, environmental activities, cultural activities. Literacy is a component in the total development approach my organization is taking.

3. The present programme does not have the ambition to improve the standard of living of all the people of the poor countries. In the Philippines, we had 80-90% literacy in the 1950 and 1960s, but where are we today? We are one of the poorest countries in the world. At least with education, people can know the merits and demerits of what people are doing--especially the political system. This is a means to improve the comprehension of the poor people.

4. I have not seen a community which is economically advanced but which is not advanced in literacy. Literacy is not a single component that needs to be addressed. It is a part of the lives of the people who are suffering from

poverty, ill health and exploitation. If we would like to promote literacy, we need to honestly address the other factors which are hampering the promotion of literacy--for example, poverty. We need to provide some assistance for people's economic growth side-by-side and increase the commitment of parents to take care of their own children--these two factors.

5. I deeply appreciated the observation made by the participant that has initiated this whole discussion. I think that we often underestimate poverty as an educator, the street as educator, and overestimate literacy as a self-evident good for the target beneficiary. This is why we from our own experience would like to stress repeatedly that literacy is not a self-evident good for the target beneficiary. The whole value of education needs to be tested on the street by its conception. What exactly do we mean by education? It is something we have to be clear about and it is has to be an understanding that is larger than literacy and that is linked to the problems and lives of the people we are trying to educate. This is a factor that is very important to remember, and I don't think we have really been able to effectively communicate with each other the precise nature of the problems which have led to particular structures of educational experiments in developing countries. I think this needs to be developed.

6. I am a Laotian living in Japan, and I have organized a group to send books to Laotian children. Our group has been receiving support from NFUAJ. We have sent mobile libraries to Laos, and by the year 2000, of course, not all our programmes can achieve 100% results, but even slowly--bit by bit--we would like to proceed with our programmes. I would like to touch on the question of books, schools, and facilities to build. There was a suggestion to turn temples into schools as well, and I agree with all of that, but this should mean cash income to adults who are engaged in these activities. In other words, this world--no matter where you are--is moved by cash income. If there is the lure of cash, people would jump on that opportunity rather than something more noble. That is a problem that each country faces--even in the movement to fight illiteracy. If you want to build a school building in a village, you need teachers, but the village people cannot pay cash--a salary to the teachers. In Laos, some teachers are only paid 2-3 months salary for their year's work. Teachers must spend time farming or fishing to be self-sufficient. How can we really promote teachers and their morale? There are constraints like this. Are there any wise ideas?

7. JICA dispatched my husband to Brazil and my husband had a hard time at the beginning. Gradually, he was able to have better communication. The Brazilian counterpart of my husband realized the need to educate himself, went to Japan, took courses, and then returned from Japan to be the leader of a movement. This is a very valuable self-education process. We also went to Chile, Argentina, and Bolivia where there were many street children. UNICEF says that there are 100 million street children living throughout the world, but we saw many adults living in the streets. Of course school education is free in many of those countries--all the way from primary school to university. There was also a free canteen. Most people don't necessarily take advantage of the services that are offered. Grass-roots organizations are important, but we also need leadership, especially nurturing of leaders and teachers to be at work in parallel with grass-roots organizations. We need a total reform of the mind-set like that my husband's counterpart went through. Seeing people walking around without work is not stimulating for people to seek literacy. Give people work to stimulate literacy. Work is important for one's own survival and for other people's survival. I hope the joy of work can be emphasized in literacy manuals. It is a realistic emphasis. We should start to make people feel the urge from literacy from the inside.

Two points were then added by Prof. Chiba. First, he said that the NFUAJ movement is very modest and that the world cannot be changed with only 1 million dollars a year. We are, he said, aware of the problems of poverty, but it is necessary to start from where we can do something. Literacy is also a human problem related to our own conception of life, he added. Our approach is to work with NGOs that help people to become self-reliant so that people undertake the most important tasks themselves. Our aim is human development, and beyond that human empowerment, said Prof. Chiba.

Closing Ceremony, Farewell

Following Prof. Chiba's remarks, the International Literacy Symposium was then concluded with farewell remarks from Arthur Gillette, Director of the Division of Youth and Sports Activities at the UNESCO headquarters in Paris. His remarks were as follows:

Most Honored Japanese Hosts,
Symposium Participants,
Ladies and Gentlemen,
Colleagues and Friends

It is a challenge as well as a pleasure to have been asked to conclude the week's work of our international team today. Rest assured, I shall not — in the ten minutes entrusted to me — attempt to summarize such a rich and varied experience as that which, thanks to our Japanese friends, has been offered to us.

Allow me, rather, to share with you a few salient points from our common efforts that, I am convinced, will remain in our minds as substantive souvenirs of our meeting, garnered both in sessions and on less formal occasions.

Nagoya postcard No 1: I think that we have all rededicated ourselves to the proposition that reading, writing, and numeracy are indispensable tools for all as we approach the 21st century. Illiterates are not retarded or stupid — many have proven themselves much more agile intellectually than people who can read and write. Nevertheless, the are handicapped in social, cultural, economic, and political terms. Written words give wings to thought and action.

Secondly, the widespread handicap of wingless words is unjust and unacceptable in a world that allows the privileged so many futile luxuries, the cost of which could cover many times over the expenditure required to eliminate illiteracy.

In the third place, provision of literacy cannot — in the foreseeable future — be limited to, or even focused largely on an extension of primary and further schooling. Alternative, non-formal kinds of learning must be moved from a marginal to a central role if illiteracy is to be wiped from the face of the earth. To move in that direction is the shared vow of partners in the Unesco Co-Action Terakoya Programme.

And I would add that as the Programme increases in size and momentum, it will provide many pointers and patterns for regenerating a school system that — as figures on functional illiteracy in many industrial countries show — still produces 10%, 20% or more school-leavers unable to use reading, writing, and numeracy in their daily lives to a meaningful degree.

Fourthly, it is important to recall that literacy is not an end in itself, but a tool that can be and is used for a variety of purposes, not all of them necessarily noble. The "word" can

be used in an attempt to enslave and make passive as well as in order to liberate and empower. This danger demands our utmost vigilance.

My fifth point is that, honestly, there is today much frustration with the slowness, weight, and complexity of some programmes and mechanisms of international cooperation for literacy. While we must not fantasize unreasonably about what the world's efforts in this regard can achieve, greater ill, in my view, would be complacency.

Complementing intergovernmental cooperation, people-to-people literacy partnerships, such as those blooming in the Learning Centre gardens, hold the prospect of work that is efficient and highly innovative and that has a human face. A real discovery for many foreigners these past few days has been the most unusual Card Aid Campaign running nationwide here now.

Its paradoxical character lends itself to meditation almost as much as the rock garden at the Ryoanji Temple in Kyoto I visited a couple of days ago. That is why, with due apologies to our Japanese hosts, I suggest the following Zen Koan in the form of a haiku:

Why
to support reading and writing
do Nagoyans
pen cards
not sent?

Finally, a word about the future.

All of us some of the time, and some of us much of the time, have our doubts about international gatherings. Do not "workshops" tend to be "talk shops"? we ask. How many new literates do world literacy conferences actually produce?

Well, on this issue, let me express cautious optimism from experience: Ten years ago, Mr. Inayatullah and I took part in an international literacy symposium in Berlin. It wasn't a bad meeting at all, but Mr. Inayatullah (whom I have not had the pleasure to meet since) and I agreed the other day that we didn't expect much to come of it.

Lo and behold, it in fact helped change the main course of UNESCO's work on literacy, albeit in unplanned ways.

So while expressing the hope — indeed, the conviction — that this Workshop will contribute much to international cooperation for literacy, I think it may transpire that some of its contributions may not turn out to be what we expect them to be today. Let's be attentive to the surprises, the unexpected results, the Workshop may pleasingly produce.

Minasan, domo arigato. Sayonara.

XIII. Annexes

Annex 1
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Annex 2
Texts of Greetings

Soichi Iijima
Chair, Nagoya Executive Commitee
Unesco Co-Action Learning Centre Programme

The Nagoya Executive Committee for the Unesco Co-Action Learning Centre Programme was responsible for organizing the 1990 "'Literacy for All' International NGO Forum Nagoya." This forum was organized in response to the United Nations' decision to designate 1990 International Literacy Year, and was held in cooperation with the National Federation of Unesco Associations in Japan. Since then, the Nagoya Executive Committee for the Unesco Co-Action Learning Centre Programme has raised funds to support literacy projects all over the world in cooperation with the National Federation of Unesco Associations in Japan. For example, in Nagoya an "Unused Pre-stamped Postcard Campaign" was initiated with the cooperation and goodwill of many local residents. This campaign alone has raised enough funds to support a variety of projects. What is most deeply impressive about this movement, however, is its expansion at a true grass-roots level. It is as a result of this grass-roots campaign that the Nagoya Executive

Committee for the Unesco Co-Action Learning Centre Programme has been able to provide support for educational programs in countries such as Bangladesh, India, Pakistan, and Sierra Leone.

As the Unesco Co-Action Learning Centre Programme now enters its fifth cycle, recipients of the funds from this programme have been invited to Nagoya in order to facilitate the exchange of information about literacy activities and for leadership training. In addition, exchange programmes are being held with the residents of the Nagoya area, and these programmes are designed to promote and develop mutual understanding between cultures.

This year, the "Workshop for the Promotion and Development of the Unesco Co-Action Learning Centre Programme in Nagoya" is being held from 31 August to 3 September at the Nagoya International Center. Representatives have been invited from Bangladesh, Cambodia, China, Costa Rica, France, India, Laos, Nepal, Pakistan, the Philippines, Senegal, Sri Lanka, Thailand, and Vietnam. These participants will engage in exchange programs with the citizens of Nagoya, Kohnan, Kariya, and Nishi Biwajima.

I wish to express my heartfelt appreciation to all of our guests who have travelled such a long way to get here. I hope and expect that this conference will make great strides toward achieving international literacy. I also hope that many of the newly-made friendships between the residents of Nagoya and our foreign guests will have a lasting effect on both a personal and international level. We would appreciate all of your cooperation and help in order to make this workshop a success.

Mr. Ohtori Kurino
Chair, Board of Directors
NFUAJ

Good morning distinguished guests, dear friends. Last night, at the beginning of the reception I spoke in Japanese. This morning, let me try to speak in my Japanese-style English. Since Mr. Ryuhei Takashima, President of our National Federation is unable to come, on his behalf and of myself, I extend a warm welcome to all guests from abroad and a hearty thanks to other sponsors and those concerned in Nagoya.

I do not dare to read Mr. Takashima's greetings since his message is printed and distributed to you all. Only I would like to add our thanks to the staffs and the organizations concerned. Young men and women toiled to make preparations of this conference, and through the conference working to expect the smooth proceedings. And, I repeat that I sincerely wish that the meeting will have by success. Thank you.

Masataka Ozawa
Chair, Board of Directors
Nagoya International Center

It is a great pleasure for us to be organizing and holding this "Workshop for the Promotion and Development of the Unesco Co-Action Learning Centre Programme" together with both the Nagoya Executive Committee for the Unesco Co-Action Learning Centre Programme and the National Federation of Unesco Associations in Japan.

We at the Nagoya International Center first became involved with the Unesco Co-Action Learning Centre Programme when the "'Literacy for All' International NGO Forum Nagoya" was held in honor of 1990's designation as the International Literacy Year. Our center now serves as the office for the Nagoya Executive Committee for the Unesco Co-

Action Learning Centre Programme, which has been promoting international cooperative activities centering upon the "Unused Pre-stamped Postcard Campaign." We, as well, have zealously continued our relationship with the Unesco Co-Action Learning Centre Programme in the form of such activities. This "Unused Pre-stamped Postcard Campaign" is especially wonderful because it is something in which anyone can easily participate. It has further become a favorite of citizens because it is a form of international cooperation which can be seen with one's own eyes. Such cooperation, moreover, insures that aid for literacy education in developing countries flows smoothly, enabling literacy prcjects to grow and improve.

The "Unused Pre-stamped Postcard Campaign" has resulted from a great amount of cooperation and assistance. Such cooperation and assistance have been based on a strong understanding of the importance of the literacy issue by individuals in Nagoya and other areas of the country, by various groups, by schools, and by corporations. It is, in fact, based on a strong consciousness of the value of these kinds of grass-roots international cooperative activities that this first "Workshop for the Promotion and Development of the Unesco Co-Action Learning Centre Programme" is being held in Nagoya, where grass-roots activities on behalf of literacy are so strong.

For the duration of this Workshop, which will take place from today, 1 September, until 3 September, we have prepared many opportunities for the representatives of the NGOs in developing countries receiving aid for their literacy programmes this year and Japanese citizens supporting these programmes to learn from one another. A special feature of the Workshop this year is a regional exchange programme that will see overseas participants sent to various areas in Aichi Prefecture. As a result, study and exchange meetings will be held both with groups who participated in the "Unused Pre-stamped Postcard Campaign," and in conjunction with the original plans of citizens of various regions who belong to groups for the promotion of international understanding.

In the course of these three days, exchange between the regions in Japan and abroad will have deepened, "face-to-face" international relations will have been conducted, and the "exchange between hearts" which serves as the foundation for the cooperation necessary to overcome the problem of illiteracy will have taken place.

We at the NIC will work until the end of the century together with the Nagoya Executive Committee for the Unesco Co-Action Learning Centre Programme to promote international cooperation through the "Unused Pre-stamped Postcard Campaign." However, we cannot achieve UNESCO's great goal of "Literacy for All by the Year 2000" without the help of you all. While sincerely thanking all who have already contributed to this campaign, I wish for even more people to participate in the Unesco Co-Action Learning Centre Programme. Finally, I would like to give a heartfelt thank you to all the groups and the many volunteers whose assistance and cooperation we received in preparing for this Workshop.

Arthur Gillette
Director
Division of Youth and Sports Activities, UNESCO

Most Honored Japanese Hosts,

Partner Participants, from Many Countries in the Struggle for Universal and Lasting Literacy,

Ladies and Gentlemen,

Dear Friends and Colleagues,

I am flattered as Director of UNESCO's Division of Youth and Sports Activities, to have been asked to greet this august gathering on behalf of its special guests.

My brief remarks cover three points.

The first is to stress the importance of offering learning opportunities to all human beings in the world. It is the duty — and the interest — of global human society to provide each and every one of its members with the basic intellectual skills of reading, writing and numeracy. In this country, the need to base advancement on merit, rather than other extraneous considerations (such as hereditary family influence), was understood as long ago as the 6th century, for example, by the Prince Shotoku Taishi. As we approach the 21st century, our concerns give a democratic coloration to this approach, which thus remains valid, under the slogan "Literacy for All," as a duty of society and a right of the individual.

My second suggestion is, quite simply, that "Literacy for All" cannot be achieved without "Literacy by All." How can society best fulfill its duty to provide literacy for all? Governments have the basic responsibility, of course, through schooling and out-of-school programmes and campaigns. But governmental action is not — and cannot be — sufficient. Whatever the political context, literacy teaching does not circulate throughout the social body as a whole unless the heart and mind and muscle of the entire civil society are brought into play: business enterprises, trade unions, women's organizations, youth and student associations, grass-roots bodies — not to forget UNESCO Clubs, Centres, and Associations everywhere. Working through, and promoting, the non-governmental sector's active involvement in literacy work at the grass-roots level is, I believe, why we have come to Nagoya today. The Learning Centre idea is a stroke of genius in this regard!

My third point: Looking at our schedule, I am reminded of the adage of Japanese school pupils — "If you sleep five hours each night, you will fail your examination. If you sleep four hours, you will pass." As an insomniac, I thank our most honored Japanese hosts for having planned that we should only sleep, during our Workshop, three hours a night!

Today is National Disaster Prevention Day in Japan, marking this year the 70th Anniversary of the terrible earthquake that struck Tokyo in 1923. I think this is a fitting coincidence since illiteracy can, in my view, be seen as a major disaster. Thus, our Workshop is, in a sense, a disaster prevention activity!

I, for one, am ready to accept this challenge, and in the name of your special guests and UNESCO, I look forward to helping implement its results, and thank our honored hosts for giving us this rare and thus special opportunity.

Thank you for your kind attention.

Fr. Lawrence D'Souza, SJ
Director General
Indian National Federation of UNESCO Clubs and Associations

On behalf of overseas participants, I greet you all. We have gathered here with one intention. This is a workshop for the people who are involved in Unesco Co-Action Learning Centres. My Learning Centre happened to be one of the first to be started. I had the privilege of attending the two sessions in Aomoris and in Nagoya while preparing the Unesco Co-Action Learning Centre manual. I also got a chance to attend a literacy conference in Colombo and a workshop in Kuala Lumpur.

The Workshop will be a success if we all cooperate and if we all put our heart and soul into this work. The organizers have systematically worked on it and planned well, much in advance.

It is true that a workshop like this is expensive. But it has its benefits. Each time when I go back after attending a conference, I go back with new life. A transformation takes place in me. When I listen to others, when I share with others, I feel younger. I go back with new life. I give that new life to others. One lighted torch helps to light another. The darkness of ignorance is driven away.

Through the spread of literacy, people become conscious of their rights and duties. They get their identity. They learn to live like human beings. They become broad-minded. They become generous and kind-hearted. They consider others as their friends. They consider others as their own brothers and sisters. They become attracted towards the Mother Earth and the living beings on it — whatever their color, culture, religion, lifestyle. They consider the whole world as their family. When everyone does this, peace is possible on earth. And we will be able to sing the UNESCO anthem:

> "The Earth is but our dwelling place
> All people are a single race"

And the aim of UNESCO will be fulfilled.

Through these UNESCO centres, we are creating awareness among the people. Speaking of awareness, I am reminded of a small incident. I had gone to a place called Naganur. There are many farmers there, each having five or six acres of land. They cultivate the land only during the rainy season. There is a river flowing some 25 kilometers from there. A dam was built perhaps 40 years ago. A canal was built, about seven kilometers from Naganur, and the water has been flowing to another district during the last 40 years, though the farmers were not aware of this. It was Mr. Patil, the founder of Naganur UNESCO Club, who brought this to the attention of the farmers. He created awareness among the farmers, and they then approached the government. Now, the farmers cultivate their land throughout the year.

The learning centres, like mustard seeds, had their humble beginnings. Now their numbers have multiplied. This year is the year of indigenous people. There are 300 million such people. In India we have 51 million such people. Most of the people have not yet come to the mainstream. Let these people also get the benefits of the learning centres.

Let us all participate in the workshop with great zeal and enthusiasm so that when we go back, we will inspire our co-workers and the people for whom we are working. I wish all of you success during this Workshop.

Annex 3
Agenda and Schedule for Nagoya Workshop

Agenda and Schedule for the Workshop for the Promotion and Development of the Unesco Co-Action Learning Centre Programme

1 September

9:30-10:10	Opening Ceremony
10:30-12:00	Election of Office-bearers
	Adoption of agenda and schedule
	Presentation of Report from NFUAJ

Discussion Time

14:00-17:00 Presentation of Activity Reports from Resource Persons

- Mr. Yoshio Osumi
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  Nagoya International Center
- Mr. Shinji Tajima
  Director, Book Development & Literacy Division
  Asia/Pacific Cultural Centre for UNESCO (ACCU)
- Mr. T.M. Sakya
  Educational Advisor and Coordinator, APPEAL
  UNESCO Principal Regional Office for Asia and the Pacific (PROAP)
- Mr. Jan de Bosch Kemper
  Chief, Facilities and Projects Coordination
  Bureau Regional d'Education pour l'Afrique

Discussion Time

2 September

9:30-17:00 Activity Reports from Project Representatives

Morning Session

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  Chief Patron
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- Mr. Inayatullah
  President
  Pakistan Association for Continuing Adult Education (PACADE) (Pakistan)

Afternoon Session

- Mr. Dao Viet Trung
  Permanent Secretary
  Vietnam National Commission for UNESCO (Vietnam)
- Prof. Dang Vu Hoat
  Director
  NOCEAD (Vietnam)
- Mr. Devraj Koirala
  Project Officer
  Nepal Women's Association (Nepal)

- Dr. Cecilio H. Penson
  Chair
  NGM Foundation (the Philippines)
- Ms. Amara Peeris
  General Secretary
  Sarvodaya Women's Movement (Sri Lanka)
- Mr. Edgar Orozco
  Coordinator, Education Committee
  Costa Rican Commission of Cooperation with UNESCO (Costa Rica)
- Ven. Bouakham Saribout
  Priest
  Wat Khoualouang Pramaha Bouakam (Laos)
- Mr. Karulnakar Barlaya
  Secretary General
  UNESCO Club, Naganur (India)

Discussion Time

3 September

10:00-14:30 Regional Exchange Programme
15:00-17:30 Meeting for Literary Specialists

4-7 September Home-stay Programme

8 September International Literacy Symposium

10:15-12:00 Panel Discussion: "The Current Situation and Current Issues in International Educational Cooperation"
13:00-13:30 Speech: "The Rehabilitation of Education in Cambodia"
Speaker: Dr. Supote Prasertsri
13:30-13:40 International Literacy Prize (Noma Prize) Acceptance Speech
Speaker: Fr. Lawrence D'Souza
13:40-13:55 Introduction of Literacy Project Leaders
14:00-15:55 Symposium: "A Proposal for International Cooperation in the Field of Literacy"
15:55-16:00 Farewell Address
Speaker: Mr. Arthur Gillette, UNESCO Headquarters

Annex 4
Messages to Concurrent EFA International Forums in India

Message to the 2nd Meeting of the International Consultative Forum on Education for All
New Delhi, 8-10 September, 1993

Dear Mr. President,

Grass-roots NGOs engaged in literacy activities in Africa, Asia, and Central America, now meeting in Nagoya, Japan as part of the Unesco Co-Action Learning Centre Programme launched by the National Federation of Unesco Associations in Japan and the Nagoya International Center, wish to send the warmest greeting to you, and through you to all the participants of the International Forum on EFA. We wish for the success of your meeting and for significant further advances in education for all. We should like to assure you of our determination and committment to continue our grass-roots literacy activities for underpriviliged populations deprived of basic educational opportunities as a complement to the efforts of governments acting within the framework of EFA.

In order to enhance international solidarity and sustained efforts on behalf of EFA, the National Federation of Unesco Associations in Japan, in full cooperation with Unesco and the World Federation of Unesco Clubs and Associations, intends to convene in Tokyo in 1995 a World NGO Conference on Literacy involving international NGOs in literacy, international youth NGOs, and grass-roots NGOs participating in the Unesco Co-Action Learning Centre Programme. The World NGO Conference will offer an opportunity to assess the progress and shortcomings in addressing the issue of illiteracy since the International Literacy Year was declared in 1990. It will also offer an opportunity to formulate strategies for NGOs that will complement the efforts of governments who are working for EFA as we approach the year 2000. It is our conviction that enhanced grass-roots literacy activities resulting from the Unesco Co-Action Learning Centre Programme will make a significant contribution to the achievement of the goal of EFA toward the year 2000. The sponsoring international agencies of the EFA Forum can count on us as a sincere and reliable partner in the pursuit of this noble goal.

We are convinced that your meeting will make a significant contribution to the achievement of EFA.

Chair
International Workshop for the
Promotion and Development of the Unesco
Co-Action Learning Centre Programme
in Nagoya, Japan

Message to the Meeting of the NGO Network on Education for All, New Delhi

Dear Mr. Chelikani,

Grass-roots NGOs engaged in literacy activities in Africa, Asia, and Central America, are now meeting in Nagoya, Japan as part of the Unesco Co-Action Learning Centre Programme launched by the National Federation of Unesco Associations in Japan and the Nagoya International Center. This workshop is being held to ensure sustained grass-roots action by NGOs to acheive literacy for all and to develop mutual cooperation among those NGOs committed to contribute to this common noble cause.

We wish to assure you of our determined effort to enhance our solidarity and cooperation with the NGO network on EFA. Furthermore, it is our utmost pleasure to inform you of a World NGO Conference on Literacy which the National Federation of Unesco Associations in Japan intends to organize in Tokyo in 1995 in cooperation with Unesco and the World Federation of Unesco Clubs and Associations. This conference will group international NGOs in literacy, international youth NGOs, and grass-roots NGOs participating in the Unesco Co-Action Learning Centre Programme. The conference, on the basis of an assessment of the progress in achieving literacy at the mid-point between the 1990 International Literacy Year and the year 2000, will forumulate NGO strategies to complement governmental actions on EFA as we move towards the year 2000. We wish that all NGOs present at the NGO Forum in New Delhi will participate in the World NGO Conference.

We are convinced that your meeting will make a significant contribution to the acheivement of EFA.

Chair
International Workshop for the
Promotion and Development of the Unesco
Co-Action Learning Centre Programme
in Nagoya, Japan

UNESCO CO-ACTION

WORLD TERAKOYA MOVEMENT

FINAL REPORT

THE SECOND WORKSHOP FOR THE PROMOTION AND DEVELOPMENT
OF THE UNESCO CO-ACTION LEARNING CENTER PROGRAMME

NAGOYA AND TOKYO, JAPAN
1-8 SEPTEMBER, 1993

Issued on 1 March 1994
Edited and published by
National Federation of UNESCO Association in Japan
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